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ABSTRACT

This final performance report discusses the activities and outcomes of a project that addressed the need for training certified and highly qualified secondary special education teachers to provide classroom and transition related instruction and services to students with low incidence or severe disabilities. The project was carried out by the Department of Special Education, University of Maryland. It consisted of implementing and evaluating a master's training program to prepare transition practitioners. The program was a 4 semester 30-36 credit hour program which allowed the trainees to graduate with a Master of Arts or Master of Education degree, special education certification, and an endorsement in severe disabilities in the state of Maryland. A 6 to 8 semester, 45-60 hour program was available for students who were not certified in special education. Secondary teachers who were certified in special education but not endorsed in severe disabilities were also able to take the courses for endorsement. The program included interdisciplinary graduate level coursework and extensive field experience. A particular emphasis was placed on recruiting minority teachers who work in large urban systems. Appendices include course information, performance-based standards for transition specialists, and action plan materials. (CR)

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ED 460 560

Preparation of Personnel in Secondary Special Education and Transition Service Delivery for Youth with Low Incidence (Severe) Disabilities. Final Performance Report: HO29A970075.

Meg Grigal, Project Coordinator

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Final Performance Report: HO29A970075 -Preparation of Personnel in Secondary Special Education and Service Delivery for Youth with Low Incidence (Severe) Disabilities

Program Narrative

The overall goal of this project was to address the need for training certified and highly qualified secondary special education teachers to provide classroom and transition related instruction and services to students with low incidence or severe disabilities. The project was carried out by the Department of Special Education, University of Maryland. It consists of implementing and evaluating a master's training program to prepare transition practitioners. The program was a four semester 30-36 credit hour program which allowed the trainees to graduate with a Master of Arts or Master of Education degree, special education certification, and an endorsement in severe disabilities in the state of Maryland. A six to eight semester, 45-60 hour program was available for students who were not certified in special education. As well, secondary teachers who were certified in special education but not endorsed in severe disabilities were able to take the courses for endorsement.

The program included interdisciplinary graduate level coursework and extensive field experiences. Grant monies were used to provide tuition fellowships to full and part-time professionals and to support staff who supervised practica, developed materials, taught coursework, and evaluated the program. A particular emphasis was been placed on recruiting minority teachers who work in our state's largest urban systems, Baltimore City and Prince George's County schools.

No changes were made to the scope or objectives of the original grant. Five principal objectives guided the development and implementation of the project. Accomplishments for each objective are described next.

Principal Objective 1: To train highly qualified master's level secondary special educators to assume a variety of roles in special education, adult services, and regular education that target the school to work and adult living transition process for students with low-incidence disabilities.

During the four years of funding, a total of 32 trainees enrolled in graduate course work. A total of 16 part-time trainees are enrolled in graduate course work and 16 full-time students were funded as graduate assistants, receiving tuition remission and a stipend. Twenty of the trainees who graduated are currently working as special educators, 15 of these are working in the state of Maryland.

Principal Objective 2: To expand and update existing competencies and coursework regarding inclusion, transition, and other educational reform movements into the special education teacher training curriculum.

Coursework was reviewed for the purposes of updating it with particular reference to reform movements, such as the Workforce Investment Act of 1998. Courses were also reviewed for the purpose of updating course competencies with particular reference to case-management and family involvement, statewide and alternative assessment, multi-cultural issues, and student self-determination. Competencies were updated for EDSP 464 (Secondary and Transition Methods in Special Education), EDSP 655 (Seminar in Transition and Secondary Special Education), EDSP 665 (Working with Families of Handicapped Children and Youth) and EDSP 462 (Vocational Assessment and Instruction in Special Education).

In addition, a performance-based assessment system was developed and piloted in spring of 1998, and was used to guide students in the development of their professional teaching portfolios (see examples of student portfolios in Appendix A).

Tools developed included (a) the Revised Performance Based Standards for Transition Specialists (see Appendix B), which expanded upon the CEC Knowledge and Skills for Beginning Transition Specialists; (b) the Guidesheet for Developing Transition Specialist Portfolios (see Appendix C); Experience Action Plans (see Appendix D); and the Portfolio Action Plan (see Appendix E).

Student feedback regarding the utility of this system was sought during a focus group with the full-time graduate fellowship recipients in February of 1999. Students reported that the portfolio was helpful in organizing their field experiences and knowledge. However, few students reported that potential employers used the portfolios during the interview process. Continuous efforts were made to access state and local resources which support transition and inclusive practices in school and community-based programs, through guest speakers and community visits.

Principal Objective 3: To expand and update practicum experiences across inclusive middle school, high school, adult agencies, and postsecondary programs at the local level; and organizations that are promoting systems change at the state level.

The pool of practicum sites was reviewed and sites were added at the middle, high school, and post-secondary level, with an emphasis on providing placements into school which provide age appropriate placements for students age 18-21 and those that are using inclusive practices. Field experiences were arranged at Montgomery College, an age-appropriate transition program located at a community college serving students with severe disabilities in Montgomery County Public Schools. Internships were provided to students in the Montgomery County Transition Unit and in the Prince George's County Public Schools Department of Special Education. New practica and

student teaching sites were established in Prince George's and Frederick Counties, which target community-based instruction and transition planning for students with severe disabilities. In addition, a year-long placement model was piloted allowing students to do their final practica and their student teaching in the same site.

Principal Objective 4: To add State of Maryland endorsement in severe disabilities (through coursework and practicum) along with certification in our training sequence to ensure graduates can work in inclusive settings with students across a range of disabilities including low-incidence disabilities and can work in regular education initiatives.

Of the trainees funded by this grant, 20 pursued master's degrees with special education certification with specialization in severe disabilities and received the State of Maryland endorsement in severe disabilities. For this endorsement their course work included:

EDSP 400 Curriculum Development for Students with Severe Disabilities

EDSP 403 Physical and Communication Adaptations for Students with Disabilities

EDSP 404 Education of Students with Autism

EDSP 410 Community Functioning Skills for Students with Severe Disabilities

EDSP 412 Vocational and Transition Instruction for Students with Disabilities

Further, all students who enrolled in practica were offered the option of a field experience working with students with severe disabilities. Practica included:

EDSP 402 Field Placement I -Secondary and Severe Disabilities I

EDSP 405 Field Placement II -Secondary and Severe Disabilities II

EDSP 411 Field Placement III -Vocational and Transition, Severe

EDSP 467 Student Teaching Secondary and Transition

Personnel with training in the supervision of students in programs serving students with severe disabilities in inclusive settings were employed as supervisors for the trainees doing practica and student teaching placements. Dr. Barbara Gruber, who works with programs throughout the state as an Inclusion Specialist with the Maryland Coalition for Inclusive Education, served as a part-time field supervisor for students placed in inclusive classrooms in middle and high school settings.

Principal Objective 5: To utilize consumer-based input to evaluate and revise both course content and sequence.

Students filled out university required course evaluations at the end of each semester. In addition, a meeting was held in May of 1998 with trainees and graduate for the purpose of reviewing course content and sequence. Student feedback was utilized in the revisions process of the courses mentioned under Objective 2. Additionally, students are asked to fill out informal evaluations regarding the content and reading materials used in each of the courses. Course and fieldwork assignments were revised based upon student feedback and the revisions in the program competencies described in Objective 2. Student feed back was also incorporated into the performance based assessment system and portfolio creation process. Feedback focused primarily on how to develop and structure the portfolio and the need for instructions and supporting documents during this process.

APPENDIX A

Mara Comfort

Transition Portfolio

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Resume

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Mara Comfort

Objective

To work as a special education teacher in a secondary or post-secondary setting, facilitating students' transitions from the local school system into their desired post-school activities and environments.

Experience

1998-2000 University of Maryland College Park, MD

Graduate Assistant, Special Education Department

- Assist professors with courses and grants, related to transition. Activities include creating presentation materials and assisting with organization of department sponsored conferences.

1997-1998 University of Delaware Newark, DE

Undergraduate Assistant, Center for Disabilities Studies

- Interviewed students, families, teachers, and job site supervisors participating in a transition program housed on the University campus.
- Assistant Coordinator for Design Group leading the development of a statewide alternate assessment for students with severe disabilities.

1998-2000 University of Maryland College Park, MD

Practicum Student

- Fall 1998: Magothy River Middle School, Anne Arundel County, MD. Experience in a self-contained special education classroom and supporting students in general education classes.
- Spring 1999: University Connection, Washington, D.C. Experience in a post-secondary setting for students 18-21 years old, primarily focused on community-based instruction.
- Fall 1999: Long Reach High School, Howard County, MD. Experience in a self-contained classroom and community-based instruction.
- Spring 2000: Transition Training for Independence, Montgomery County, MD. Student Teaching. Experience in a post-secondary setting, including instruction in a self-contained classroom, community-based instruction, and job development and support.
- Created and conducted lessons on variety of topics, including self-determination, budgeting, career exploration, nutrition, and community travel.

Education

1994-1998 University of Delaware Newark, DE

- B.A., Psychology with an interest in Disability Studies
- Graduated Magna Cum Laude.

1998-2000 University of Maryland College Park, MD

- M.ED., Special Education, Secondary/ Transition

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Philosophical, Historical, and Legal Foundations of Special Education

Philosophy of Special Education

Summary of Landmark Legislation

As legislation often precedes major movements in special education, it is important for every professional to understand the legislative history, as well as current legislation of the field. In transition programming, not only is special education legislation important, but also it is essential to understand the laws guiding adult services and employment. It is also essential for students to understand these laws and how to use them in advocating for themselves.

Federal, State, and Local Agencies

While understanding the legislation is important, this knowledge alone is not sufficient to best serve students. Professionals need to know the federal, state, and local agencies providing the services and protection provided for in the legislation.

Philosophy of Special Education

I believe ALL students can learn.

I believe teachers need to provide the necessary supports and opportunities to facilitate this learning.

I believe students with disabilities, as well as their classmates without disabilities, benefit from their participation in general education.

I believe all students, especially those with disabilities, need to develop effective self- determination and self- advocacy skills.

I believe transition planning is essential for the success of special education students in their adult lives.

I believe this transition planning should involve the student, family, and other community members, and should be based upon the student's interests, preferences, strengths, and needs.

I believe ALL students can learn.

Individuals with Disabilities Act

- Provides students with disabilities a *free and appropriate education.*
- This education must be in the *least restrictive environment.*
- All students with disabilities must have an I*ndividualized Education Plan.*
- Beginning at age 14, each student's IEP must have a statement of needed *transition* services.
- A student's IEP must be oriented toward *participation in the regular education curriculum.*

Workforce Investment Act
Title IV

- Adults with disabilities participating in vocational rehabilitation services must have an *Individualized Plan for Employment.*
- Section 504 *prohibits discrimination* by any agency receiving *federal* funding and provides services to students with disabilities not qualifying under IDEA.
- Students receiving services under Section 504 must have a *504 Plan.*

Americans with Disabilities Act

- *Prohibits discrimination* by *private* employers, businesses, community services, and local and state public services.

Other Important Legislation

Fair Labor Standards Act
Developmental Disabilities Act
Social Security Act

Federal LAWS
School to Work Opportunities Act of 1994 (Voc. Ed. Initiatives)
Perkins Vocational and Applied Technology Education Act of 1998
IDEA Amendments of 97
Voc Rehab Act * (Title IV of the Workforce Invest. Act of 1998)
Social Security Act DD Act (largest amount of people covered)
ADA (Civil Rights - NO money attached)
Fair Housing Act (accommodated housing)
FLSA (Labor Law)
Work-force Investment Act of 1998
FEDERAL
STATE
(Maryland)
Dept. Education
Dept. Health & Human Services HHS
Dept. Justice
Dept. Housing & Urban Development
Dept. Labor
Vocational & Adult Education
OSERS
Social Services
SSA
Admin DD
Mental Health
Special Ed. Programs
RSA
Dept Education
Human Resources
Dept Health & Mental Hygiene
Governors office on Disabilities
Executive
Dept. Economic Development
Career and Technology Education
Special Education
DORS
Social Services
MD-Career Connections (depts of Labor + Ed.)
Licensing
Medicaid
DDA
Mental Hygiene Administration
SSI
Governor's Initiative
(graduating students)
Infant & Toddler
DD Council
(advocacy)
TAP
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Characteristics of Learners

Vocational Profile

Transition planning is based upon a student's interests, preferences, and needs. A Vocational Profile, comprised of information gathered through records, interviews, observations, and formal assessments, summarizes this information. By combining the information of the Vocational Profile with community and job analyses, professionals can develop programming meeting the student's needs and directed towards the student's goals.

Student Profile

A Student Profile, summarizing a student's communication, social, and vocational skills, may be shared with general education teachers, employers, or others working with the student. With the profile information, professionals may have a better understanding of the student and be more effective in providing supports.

Student Descriptions

As a professional, I find it beneficial to complete very brief description of all my students. I use this information in creating lessons that all students benefit from. Also, this information may be shared with other professionals, such as instructional assistants, substitute teachers, or guest speakers.

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Vocational Profile

Dates of Profile: Compiled by:

I. Identification Information

A. Name

M

B. Date of Birth

C. Social Security Number

D. Address

E. Phone

F. Marital Status: Single_X_ Married __ Divorced __

G. Current Occupation/ Status

Student

II. Residential/ Domestic/ Information

A. Family (parent/ guardian, spouse, children, siblings)

Mother, stepfather, younger brother

Father and stepmother live in PA *(P)*

B. Extended Family

Maternal grandparents, aunt, uncle, 2 cousins in Columbia

More family outside the state *(P)*

C. Persons living in the same home/ residence

Mother

Stepfather

Brother 13yrs (8th grade) *(P)*

D. Family Support Available

Father and stepmother have an active role in M life. M visits at least one weekend a month and for a few weeks each summer. Father attends all IEP and other school related meetings, when possible. Stepmother is a special education teacher.

Maternal grandparents live nearby. M visits frequently. *(P)*

E. Friends and Social Groups

M. is an assistant for the varsity football team. He has friends in school who are not in special education, although those are not relationships that carry over into extra- curricular time *(P and O)*. M. has a few friends with disabilities that he met through Special Olympics. He also participates in his church youth group activities with his younger brother *(P and S)*. He is a very social young man who enjoys interacting with others *(O)*.

F. Description of Neighborhood

M. lives in a middle- class residential neighborhood about 4 blocks from the high school. The community is a combination of town homes and single- family homes. Refer to community assessment *(O)*.

G. Services Near Home

M.'s neighborhood is near several shopping centers, providing drug stores, grocery store, restaurants, video store, cleaners, offices, and police station. Also, there is a community pool nearby. Refer to community assessment *(O)*.

H. General Types of Employment Near Home

The shopping center businesses provide many employment opportunities. Refer to community assessment *(O)*.

I. Transportation Availability

M.'s home is within walking distance to the public bus line. There are also paratransit services available. Within the community, there are several cab companies *(O)*. Michael will not have his driver's license, and his mother works everyday. She leaves by 8 a.m. and returns home around 6 p.m. *(P)*.

III. Educational Information

A. History and General Academic Performance

Michael is in his forth year at the high school. Prior to that, he attended the feeder elementary and middle schools. He was diagnosed with Down Syndrome at birth and has received special education services throughout his educational career *(P)*.

- Michael has a large sight word vocabulary and some word attack skills, primarily initial sounds. He is able to interpret functional pictures. He is reading at an early 2nd grade level, with inconsistent comprehension *(R, T, O)*.

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- Michael is able to listen to and follow minimal step directions *(R, T, O)*.
- Michael is able to use a calculator and inconsistently solve functional math problems *(R, T, O)*.
- Michael can not tell time, but is able to compare the wall clock to a model clock illustrating times when something is supposed to happen *(O)*.
- Michael needs assistance with recognizing and counting money *(R, T, O)*.

B. Diploma Track/ Certificate

Michael is working towards a certificate and has not taken any tests required for a diploma *(R)*.

C. Type of Program Student Currently Enrolled In.

Michael's schedule is consistent throughout the week. Because of his enclave time, he has minimal opportunities for community-based instruction or interaction with peers without disabilities.

1st mod Self-contained science

2nd mod Self-contained functional academics

Lunch

3rd/4th mod Enclave (works at a different Blockbuster location each day) *(O)*

IV. Vocational Information

A. Informal/ Formal Chores Performed at Home

Michael helps his stepfather with yard work, such as raking and shoveling snow. He also makes his bed every day and is responsible for keeping his room straight *(P)*.

B. Volunteer Experiences

None *(P)*.

C. Summer Work Experience (paid & unpaid)

None *(P)*.

D. Vocational Courses Taken (or interest in taking)

No courses have been taken and Michael has not expressed interest in taking any *(R and P)*.

E. Situational Job Sampling Experiences

Most of Michael's job sampling lasted for about 3 months.

Fall 1997 Greenhouse

Fall 1998 Blockbuster (expressed interest, remained on task with few reminders)

MJ Designs (mainly pricing and stocking, seemed to enjoy)

Spring 1999 MJ Designs

Greenhouse(general care and maintenance, seems to take pride in work)

Fall 1999 Blockbuster (works at 4 different stores, voiced enjoyment, has received mixed reviews from supervisors)

(R, P, T)

F. Vocational Assessment Information

No formal vocational assessment has been conducted *(R and T)*

Date(s)

Expressed Interests

Michael has expressed enjoyment working at Blockbuster. During a classroom activity he indicated a preference for working outside, with lots of people, where it's quiet, and at a slow pace *(T and O)*.

Tested Interests (type of tests)

Aptitudes

Skills

Computer knowledge

Social with peers and adult

Follows 2 step directions *(R, not sure if ever assessed)*

Recommendations for Vocational Placement

Continual support is still necessary for Michael's success in placement *(T)*. Prior to determining future placements, more formal assessment is necessary *(O)*.

G. Work History (include how job was found)

Place	Duties	Wage	Dates	Reason for leaving

Michael has never had a paid job.

H. Work Behaviors

(Unless otherwise noted, all work behavior information was provided by Michael's most recent evaluations from his Blockbuster supervisors)

Appearance

Michael dresses appropriately and has good hygiene habits.

Strength/ Endurance

Michael has demonstrated endurance working for an hour without a break.

Fine/ Gross Motor Skills

Michael can perform most tasks with concentration, such as tying shoes. He has difficulty with writing, forms very large letters. Michael's gross motor skills are similar; he can walk, run, throw, etc. However, his movements are not as smooth and coordinated as other teenagers *(O)*.

Communication

EXPRESSIVE

Michael has a very well developed verbal vocabulary and is able to express his feelings. He enjoys conversing with others, especially the bus drivers and Mr. Spalding (another teacher in the room). While Michael has the vocabulary to express himself to others, he has some difficulty with articulation. He takes a few seconds to formulate his thoughts and words, and often stutters. Michael also has difficulty expressing himself when he is angry or frustrated. Rather, he will refuse to do work and ignore anyone trying to talk to him *(O and T)*.

RECEPTIVE

Michael's receptive vocabulary is also very developed. He can usually understand what is being said to him, although it helps if the speaker talks slowly and clearly. Michael can follow verbal directions, as evidenced in evaluations from Blockbuster *(R)*. Again, it helps if directions are concise and only consist of one or two steps at a time *(T)*. I have observed Michael understanding conversations amongst adults, even when he is not included in the dialogue *(O)*. Michael does not have any major areas of need in receptive communication. However, as mentioned before, it is important that the speaker talk clearly and minimize the number of steps in verbal directions. Michael may act like he does not understand if he does not want to do something.

Attention to task

Regarding attention to task, without direct supervision or redirection, two of Michael's work supervisors observed him working for 45- 60 minutes at a time. However, the other two supervisors only felt Michael attended for about 15 minutes at a time.

Adaptability to Change

Michael has smoothly transitioned when he had to switch job sites, and has had several job tasks while at one site. This indicates that he can adapt to change *(R)*. In school, at transition points, he may remove his shoes as a delay tactic *(T)*, however, I have not observed this (O).

Interaction with peers/ supervisors

All four of his current supervisors feel that Michael refrains from unnecessary socializing. Three of those supervisors also feel that he interacts actively with coworkers and accepts direction and suggestions from familiar authority figures. Two supervisors also found that Michael was accepting of unfamiliar supervisors. Several supervisors throughout the years expressed concern regarding some inappropriate behaviors, for example lying on the ground, belching, and passing gas. These behaviors have also been observed in the classroom, and are noted by his parents and teacher.

Reinforcement Needs

Michael responds well to verbal reinforcement, especially if he likes the person offering praise *(O)*. Perhaps most important is his personal enjoyment in his job, his records indicate that he performs better when he likes the tasks he's assigned to.

I. Physical/ Health Related Information

Michael is a healthy young man with no major health concerns *(R and P)*.

J. Learning Style

Michael learns best with hands-on activities, especially when guided by short, clear directions. It helps to minimize the number of directives given at one time *(O and T)*. Also, visual aides, such as picture cues are helpful. Anything written should be in large print, minimizing words, and avoiding multisyllabic words whenever possible *(O)*.

V. Preferences

A. Type of Work/ Training/ Postsecondary Education Individual Wants to do (include secondary and postsecondary if applicable)

There is minimal information available on Michael's personal goals and he was not able to state any himself. He will answer a direct question, however I am not sure he has thought through his responses. He has expressed an interest in "graduating" and not returning to

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the high school again another year. During an in class activity, he did express an interest in working outside, and has expressed satisfaction with Blockbuster.

B. Type of Work/ Training/ Postsecondary Education Parent/ Guardian Feels is Appropriate (include secondary and postsecondary if applicable)

Michael's mother would like to see him in a supported employment program, working within their neighborhood. She suggested the local Blockbuster, based upon Michael's previous experiences and the store's proximity to their home. Her primary concern, presently, is in Michael's placement next year. She is eager to have him placed in the Howard County Community College Program. She had not given much thought to him finding paid employment at this point, however, she feels if he found a job soon, it would likely carry over into postsecondary employment.

C. Preferred Environments (include rationale)

As stated earlier, Michael expressed a desire to work outside, preferably with other people and at a slow pace *(O)*. Based upon the conflicting evaluations from supervisors, within similar environments, it seems that supervisor personality should be a factor in selecting jobs. Michael chooses to not work for people whom he decides he does not like *(P and O)*.

VI. Flexibility/ Accommodations which may be Required in the Workplace

A. Habits, Routines

Not applicable (while Michael has habits and routines, they are within the home) *(P)*.

B. Behavioral Challenges

Michael's primary behavioral challenges are the inappropriate behaviors, such as belching and passing gas *(R)*. When frustrated or tired, he may also refuse to do work. This may be avoided through clear directions and a decreased number of tasks at a time. For instance, rather than showing him 6 boxes of videotapes that need unpacking, direct him towards 2 at a time *(O)*.

C. Specific Accommodations

Michael needs clear directions, with minimal steps. Some type of checklist with pictures may provide support, also. He works better with frequent praise. Finally, preparing him for transitions, giving him advanced warning, and a few minutes to adjust might be helpful.

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However, there are no real specific accommodations based upon mobility or habits/ routines *(O and T).*

D. Family Preferences

The family would like Michael to eventually live semi-independently, near their home. Furthermore, they would like him to work within their neighborhood *(P).*

E. Transportation Issues

Michael will not have private transportation, so it is imperative that he live and work on a bus route, and/ or within walking distance of each other. It would also help if his home and work were near many services, especially grocery store, drug store, etc. *(O and P).*

**No functional assessment data is available for Michael. His mother would not grant permission to make copies of his most resent work evaluations.*

- *(O) indicates information gained from personal observation*
- *(T) indicates information gained from teacher interview*
- *(P) indicates information gained from parent interview*
- *(R) indicates information gained from reading Michael's records.*

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Student Profile

General Information

J is a 19 year- old young man with Down Syndrome in his forth year at Long Reach High School. Although J . is on the certificate tract, he is very socially aware and realizes that it is time for him to graduate. His family would like J to attend the transition program at Howard County Community College next year where J could interact with students his age. Before attending that program, however, students are expected to have completed two successful semesters of work-study. Currently, J is participating in an enclave experience, working at a different Blockbuster every afternoon. Blockbuster was chosen based on J expressed interest. In the morning, J has a self-contained science class, followed by a functional academic class.

Communication Skills

EXPRESSIVE

Strengths

J has a very well developed verbal vocabulary and is able to express his feelings. He enjoys conversing with others, especially the bus drivers and Mr. Spalding (another teacher in the room).

Areas of Need

While J has the vocabulary to express himself to others, he has some difficulty with articulation. He takes a few seconds to formulate his thoughts and words, and often stutters. J also has difficulty expressing himself when he is angry or frustrated. Rather, he will refuse to do work and ignore anyone trying to talk to him.

RECEPTIVE

Strengths

J receptive vocabulary is also very developed. He can usually understand what is being said to him, although it helps if the speaker talks slowly and clearly. J can follow verbal directions, as evidenced in evaluations from Blockbuster. Again, it helps if directions are concise and only consist of one or two steps at a time. I have observed J understanding perfectly conversations amongst adults, even when he is not included in the dialogue.

Areas of Need

J does not have any major areas of need in receptive communication. However, as mentioned before, it is important that the speaker talk clearly and minimize the number of steps in verbal directions. J may act like he does not understand if he does not want to do something.

Social/ Behavioral Skills

Strengths

J is a very friendly and outgoing young man. He loves to talk to others, and has developed friendships with many of the bus drivers and some of the students outside his self-contained classroom. J understands and practices the proper social mores in conversation, such as asking how others are doing and responding to similar greeting inquiries. Two of J four Blockbuster supervisors have praised him for appropriate interaction with co-workers, ability to follow directions, and to listen to those in authority positions.

Areas of Need

While two of his supervisors were very pleased with his social behaviors at work, the other two cited instances of inappropriate behaviors such as lying on the floor, belching, and passing gas. The same supervisors report that J has difficulty with co-workers and authority figures. It appears there is a personality conflict, as all work sites are similar, and it is the supervisor that changes. However, J needs to work with people, even if he does not like

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them. He also has problems with transition points, and will take off his shoes to delay transitioning to another activity.

Vocational/ Job Related Skills

Strengths

J... enjoys working at Blockbuster, where he empties boxes of tapes and puts them away. As mentioned, he can follow directions and stay on task with minimal reinforcement over extended periods of time.

Areas of Need

This varies with work site and supervisor. At some sites, he needs to improve his time on task and direction following. At all sites he demonstrates some inappropriate behaviors, such as belching and passing gas. He laughs at these behaviors.

Current Skill Instruction

According to J... IEP, he should be able to independently go to lunchroom, purchase and eat lunch appropriately, and leave for bus on time, 50% of the time. When I began this program, J... was being escorted to lunch, helped through the lunch line (even having someone put his lettuce and tomato on burgers) and being told when to leave for the bus by an instructional assistant. J... goes down to lunch 5 minutes early and leaves 5 minutes early to catch his enclave bus. If he finished eating early, he would go wait outside where students are allowed to congregate during lunch. However, he would not realize when he needed to hurry up or stop eating lunch because it was time to go. See attached checklist for program data.

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Student Descriptions

L . . A .

- *Reads and writes well.*
- *Follows through on direct teacher requests.*
- *Works better with one-on-one assistance or in small groups where a teacher can more closely monitor on-task behavior.*

- *Often sleepy during class, especially during large group discussions.*
- *Rarely volunteers in class discussion, needs teacher to draw him into discussion.*

Has seizures
Currently, not working. Can stay after school to finish up work, then goes home.

S . E

- *Reads and writes well.*
- *Completes all assignments.*
- *Stays on task.*
- *Will participate in class discussion with teacher prompting.*

- *Speech is difficult to understand. Has an augmentative communication devise, although won't use it without teacher prompting. Will also write down what she is trying to say.*
- *Hesitant to try new things, such as ride new bus route, although is very capable in the community.*

Her disability affects muscular abilities, both gross and fine motor. Difficult for her to walk far and manipulate small objects.
Works at Barnes and Noble on Monday and Wednesday. Leaves class early on Wednesday. Works in a doctor office on Friday.

A . E.

- *Excellent and appropriate social skills.*
- *Participates in class discussion, especially on topics of interest to him.*

- *Has difficulty with reading and writing.*
- *Was missing a lot of school. He and staff are working on improving attendance.*

Works at Giant.

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M . . H

- *Very social, great sense of humor.*
- *Participates often in class discussion.*

- *Has difficulty reading and writing. Often has someone write for him. He should at least be writing his name and numbers, especially on his daily budget sheet.*
- *Has difficulty identifying letters.*

Uses an automatic wheelchair. Occasionally gets out of chair and uses a regular student desk. May need someone to remove obstacles, however, often will not ask. Trying to encourage his initiation of request.

Currently, not employed. May stay after to practice clerical skills. However, this must be preplanned. Otherwise, a cab automatically picks him up at 11:00.

R. . . H. . .

- *Has worked on reading, and has improved.*
- *Responsible, really taken a leadership role in class. Great person to ask if you have any questions about daily routine!*
- *Excellent social skills.*
- *Participates in class discussion.*

- *Still has difficulty with reading.*
- *Difficulty with spelling, helps to provide him with copying resources, such as a picture dictionary.*

Recently started at Ames. Regular schedule unknown. Often stays after school for a while.

L . . F. .

- *Good reading and writing skills.*
- *Very accurate about everything she does.*
- *Completes all assignments without reminders.*

- *Speaks very quietly.*
- *Difficulty making decisions.*
- *Rarely participates in class discussion without teacher prompting.*

Works at Continuing Education office, down the hall from the classroom. Starts work at noon everyday. If opportunity

Assessment, Diagnosis, and Evaluation

Community Assessment

I use the Community Assessment with the Vocational Profile and Job Analysis in developing individual transition programs. The Community Assessment includes such important program considerations as availability of transportation, the local job market, and adult service providers.

Transition Needs Assessment

Professionals spend a great deal of time assessing and evaluating students, but not enough attention is given towards assessment and evaluation of programs. This assessment helps a professional identify successful components of transition programs, as well as areas that need further development.

Career Interest Inventory

A multitude of career interest inventories, such as the Career Decision Making Inventory, help professionals in identifying students' interests and preferences. This is an example of an inventory I created, paralleling the CDM. I use it in larger groups where some students cannot read, while students who can read complete the CDM. Although my version is not standardized, I found it identifies student interest for initial career exploration. A formal inventory should still be administered to each student individually.

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B. COMMUNITY ASSESSMENT

Dates of Assessment Oct + Nov 1999 **Compiled by** Mara Coufoet

Identification Information

A. Name Michael

B. Address _____

_____

C. Community Columbia, MD - Long Reach

Information on Local Businesses/Employment Opportunities

List examples of businesses within a 1-mile radius of the student's home.

High School (Long Reach)
Apartment complexes
Dentist office
Blockbuster
CVS
Safeway
Sit down restaurants
fast food restaurants

List examples of businesses within a 5-mile radius of the student's home.

More of above
Target
Old Navy
Dick's Sporting Goods
Marriott Hotel
Shopping mall
other offices
more theatres
Pet Smart
Borders
recreation center (Climbing Gym)
Columbia Association (tennis courts, pools)

List examples of entry-level job openings advertised in local newspapers.

Hechts - Sales associate
Applebees - all staff
Warehouse - packers, Material handlers, loaders/unloaders, assemblers
custodians
Porter in apartment community

List other sources of job leads available in this community (e.g., job boards in shopping centers or supermarkets, Department of Economic and Employment Development offices, radio or television bulletin boards).

Job board in safeway
free employment publications available at Blockbuster
Internet (ie Baltimore Sun classifieds)

Note. From Moon, M. S., & Chesak, R. (1993). *Community assessment.* Unpublished manuscript. College Park: University of Maryland.

Note. From *Assess for Success: Handbook on Transition Assessment* by Patricia L. Sitlington, Debra A. Neubert, Wynne Begun, Richard C. Lombard, and Pamela J. Leconte, 1996, Reston, VA: The Council for Exceptional Children. Permission is granted to reproduce this page.

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Transportation Information

What type of transportation is available to the student from his or her home?

A. Public Transportation
(If public transportation is available, please attach appropriate schedule.)

Bus	(YES)	NO	Line number Red
Subway	YES	(NO)	Line number _____
Light Rail	YES	(NO)	Line number _____

B. Specialized Transportation

Specialized Public Bus (YES) NO

How does the student access the service? call Corridor Transportation Company (410) 313-3707 to register, costs $1.00/ride. May purchase package of tickets

Specialized Public Van (YES) NO

How does the student access the service? same as bus

C. Taxi Service (YES) NO

List taxi companies and telephone numbers:

Company	Telephone Number
A1 Transportation	(800) 541-0058
Columbia Cab of Howard City	(301) 604-5800

D. Other Transportation Services

List other transportation services and how they are accessed (e.g., voucher programs for taxis, vans, or car pool services through the Department of Aging):
Carpooling Commuter Assistance Office (410) 313-3130
Carpools into Washington DC and Baltimore

Note. From *Assess for Success: Handbook on Transition Assessment* by Patricia L. Sitlington, Debra A. Neubert, Wynne Begun, Richard C. Lombard, and Pamela J. Leconte, 1996, Reston, VA: The Council for Exceptional Children. Permission is granted to reproduce this page.

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Community Resources

What community resources are available in the student's community?

A. Recreational Resources

List organizations and recreational services available in the student's community.

- Department of Recreation and Parks - fosters integration into general recreation programs (adapted equipment, integration companions) and offers therapeutic recreation programs (bowling leagues, dances, etc.) (410) 313-4628
- The Columbia Association - provides ice skating, horse riding, fitness centers, summer camps, sports clinics, tennis courts, outdoor pools

B. Religious Resources - Special Olympics of MD (410) 290-7611

List organizations and religious services available in the student's community.

- Jewish Family Services (410) 466-9200
- Associated Catholic Charities (410) 252-4005
- a variety of religious institutions

C. Consumer Resources

List organizations and services available to consumers in the student's community.

- Columbia Mall
- Long Reach Village Center
- variety of other stores and restaurants

Human Resources

A. Service Agencies

Public Service Agencies. List the federal, state, or local agencies that provide service in the student's community (e.g., Department of Health, Social Services).

- Howard County Disability Services (local)
- Department of Health and Mental Hygeine (state)
- Department of Human Resources (state)
- Department of Health and Human Services (federal)

Private Service Agencies. List the private agencies that provide service in the student's community (e.g., Catholic or Jewish Charities, Red Cross).

- Jewish Family Services (410) 466-9200
- Vocational Services, Inc (301) 249-0206
- UCP of Central MD (410) 484-4640
- Starflight Enterprises, Inc. (410) 992-0500
- Shuca, Inc (410) 653-7642
- Selfpride, Inc. (410) 752-2575
- Richcroft, Inc (410) 785-3274
- Developmental Services Group (410) 381-717
- REM MD (410) 817-4402
- R & D Instructional Services (301) 694-6201
- Netcon + Earthkins, Inc. (410) 248-0293
- L.I.F.E., Inc (410) 788-4570
- Family Service Foundation Inc (888) 333-7
- emerge, Inc. (410) 884-4420
- Easter seals (301) 931-8700

Note. From *Assess for Success: Handbook on Transition Assessment* by Patricia L. Sitlington, Debra A. Neubert, Wynne Begun, Richard C. Lombard, and Pamela J. Leconte, 1996, Reston, VA: The Council for Exceptional Children. Permission is granted to reproduce this page.

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C. Day Programming and Sheltered Employment Services

Public Service Agencies. List the federal, state, or local agencies that provide day programming and sheltered employment in the student's community (e.g., Division of Rehabilitation Services).

Division of Rehabilitation Services (888)554-0334

Private Service Agencies. List the private agencies that provide day programming and sheltered employment in the student's community (e.g., Association for Retarded Citizens, Centers for the Handicapped).

- Change, Inc. (410) 876-2179
- Athelas Institute, Inc. (410) 964-1241
- Associated Catholic Charities (410) 252-4005
- The Chimes, Inc. (800) CHIMES1
- Vocational Services, Inc. (301) 249-0206
- Intervals, Inc. (410) 944-4415
- emerge, Inc. (410) 884-4420
- Easter Seals (301) 931-8700
- Developmental Services Group, Inc (410) 381-7171

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Adult Service Resources

A. Employment Training Resources

Public Service Agencies. List the federal, state, or local agencies that provide employment training in the student's community (e.g., Department of Economic & Employment Development, Division of Rehabilitation Services).

Division of Rehabilitation Services (888) 554-0334
Developmental Disabilities Administration (301) 225-5600

Private Service Agencies. List the private agencies that provide employment training in the student's community (e.g., Association for Retarded Citizens, Catholic Charities).

Vocational Services, Inc. (301) 249-0206
United Cerebral Palsy of Central MD, Inc. (410) 484-4540
REM-Maryland (410) 817-4402
R+D Instructional Services (301) 694-6301
Family Service Foundation, Inc. (888) 333-7505
emerge (410) 884-4420
Developmental Services Group, Inc. (410) 381-7171
Change, Inc (410) 876-2179
Athelas Institute, Inc (410) 964-1241

Associated Catholic Charities (410) 252-4005
ARC of Howard County (410) 730-0638
Alliance, Inc (410) 282-5900
The Chimes, Inc (800) CHIMES1

B. Residential Services

Public Service Agencies. List the federal state, or local agencies that provide residential services in the student's community (e.g., Department of Social Services, Department of Housing).

Developmental Disabilities Administration (301) 225-5600

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Private Service Agencies. List the private agencies that provide residential services in the student's community (e.g., Association for Retarded Citizens, Jewish Charities, Y.M.C.A.).

- UCP of Central MD (800) 451-2542
- Starflight Enterprises (410) 992-0500
- Shura, Inc. (410) 653-7642
- Selfpride, Inc (410) 752-2575
- Richcraft, Inc (410) 785-3274
- REM Maryland (410) 817-4402
- R+D Instructional Services (301) 694-6301
- Netcon + Earthkins, Inc. (410) 248-0293
- L.I.F.E., Inc. (410) 788-4570
- Jewish Family Services (410) 466-9200
- Intervals, Inc. (410) 964-4415
- Family Service Foundation, Inc. (888) 333-7505
- emerge, Inc. (410) 884-4420
- Creative Options, Inc. (410) 750-1402

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EDSP 464/412

TRANSITION NEEDS ASSESSMENT

PROGRAM: _____ TEAM MEMBERS: _____
DATE: _____ _____
_____
_____

I. VOCATIONAL ASSESSMENT/EVALUATION

1. Identify the VOCATIONAL ASSESSMENT components utilized in your transition planning process: (check all that apply)

A. Informal instruments:

✓ Student surveys/interviews
✓ Parent surveys/interviews
✓ Teacher surveys/interviews
_____ Other: _____

B. Standardized tests:

✓ Interest inventories
_____ Aptitude
✓ Achievement
✓ Intelligence
_____ Values/Maturity
_____ Work samples
_____ Other: _____

C. Situational Assessments:

✓ In-school work sites
✓ In-school vocational classes
✓ Community-based vocational sites (Training Sites)
_____ Other: _____

Describe how you collect data:

✓ Narrative behavior observation
✓ Checklists
✓ Employer
_____ Other: _____
_____
_____

2. Do you utilize formal/informal assessment procedures to determine students needs, preferences, interests for:

Enclave Sites
~~Training Sites~~
~~Competative Employment~~ →

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EMPLOYMENT ✓ YES _____ NO _____
If yes, specify procedures interviews, interest surveys

Exclave

INSTRUCTION _____ YES _____ NO
If yes, specify procedures _____

COMMUNITY EXPERIENCES _____ YES _____ NO
If yes, specify procedures _____

POST-SCHOOL ADULT LIVING OUTCOMES ✓ YES _____ NO
If yes, specify procedures interviewing

Exclave

DAILY LIVING/FUNCTIONAL SKILL _____ YES _____ NO
If yes, specify procedures _____

FUNCTIONAL EVALUATION _____ YES ✓ NO
If yes, specify procedures _____

3. Identify additional assessment information utilizes in your transition planning process: (check all that apply)

✓ Medical information
✓ Behavioral/Social summary
✓ Learning styles information
_____ Cultural influences

4. Specify individual(s) responsible for coordinating assessment data to be utilized in transition program planning:

✓ Transition Coordinator
✓ Work-Study Coordinator
✓ Classroom Teacher
✓ Special Educator
✓ Case Manager
✓ Guidance
_____ Administrator
_____ Other: _____

5. Are your students referred for a vocational evaluation at a Rehabilitation (DORS) facility?

✓ Often _____ Sometimes _____ Never

SUMMARY STATEMENT

How would you rate the VOCATIONAL ASSESSMENT component in your program? (check degree)

_____ Beginning development ✓ In Progress _____ Fully Developed

If you checked beginning or in progress, identify 2-3 things that you would target for development in the area of vocational assessment

* Need to hire a trained vocational evaluator *

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II. CURRICULUM AND INSTRUCTION

1. Identify skills training included in program curriculum: (check all that apply)

- [x] Career awareness
- [x] Job seeking/keeping skills
- [x] Independent living skills (money management, banking, budgeting, housing, taxes, etc.)
- [x] Personal living skills (hygiene, cooking, laundry, etc.)
- [x] Social skills development
- [ ] Transportation training
- [x] Recreation/Leisure
- [x] Organization/Problem solving skills development/ Learning strategies
- [x] Self-Advocacy
- [x] Safety Issues
- [ ] Other:_____

2. Identify the instructional environment where these activities take place:

- [ ] Integrated within regular education classes (vocational, academic)
- [x] Self-contained classes
- [x] Community-based
- [x] In the community or employment setting
- [ ] Other_____

SUMMARY STATEMENT

How would you rate your the CURRICULUM AND INSTRUCTION component in your program? (Check degree)

_____ Beginning development _____ In Progress ___x___ Fully developed

If you checked beginning or in progress please identify 2-3 areas that you feel are in need of further improvement:

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III VOCATIONAL TRAINING OPTIONS

1. Do students participate in vocational training activities (Vocational-technical education, Tech-prep., Career Education)?

_____YES ___✓___NO No specific class

What vocational options are utilized in your program? (Check all that apply)

_____ Career-technology courses or Tech. Prep. Courses
___✓___ Simulated vocational training in classroom
___✓___ In-school job sites
___✓___ Internships in the community
_____ Cooperative work experience programs (CWE)
___✓___ Supported Employment Preparation:
  ___✓___ Enclaves
  _____ Work Crews
  ___✓___ Individual Placements
_____ Other: Work Study

2. If you use community-based job sites, who develops job sites and matches students to the job?

_____ Transition support teacher/coordinator
___✓___ Work-Study Coordinator (CWE)
_____ Special Education Teacher
_____ Employment Specialist
_____ Cooperating Agency
_____ Other: _____

3. Who supervises students on the job site? Work Study Teacher
How often? As needed

4. Identify community-based job training sites utilized in your program:

___✓___	Food Service	___✓___	Maintenance
___✓___	Retail	___✓___	Clerical
___✓___	Industry	___✓___	Grounds/Landscaping
___✓___	Hotel/Hospitality	_____	Other:_____

SUMMARY STATEMENT

How would you rate the VOCATIONAL TRAINING component of your program? (Check degree)

_____ Beginning Development ___✓___ In Progress _____ Fully Developed

If you chose beginning or in progress please identify 2-3 areas in which you feel need improvement

* Need in school career prep class (not enough staffing)

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Individual Education Plans

Students no longer have formal, measurable transition goals. Instead, their IEP includes a separate page outlining the transitional experiences they need during the upcoming year and who is responsible. This includes highlighting general areas for skill instruction (adult living, advocacy, social skills, etc.), as well as agencies to contact and the type of vocational training in which the student will participate. IEPs are almost always prewritten, with a rough draft sent home to the family prior to the meeting. The family has the opportunity to discuss and change anything of concern to them. The majority of transition goals center on career exploration, job seeking/ keeping skills, and accommodations/ modifications. Initially, a student's goals will address information gathering and exploration, along with assessment of needs and preferences. They then work towards career awareness and exploration, active preparation and experiences, linking to adult service providers, and finally, employment outcomes. While a formal exit planning meeting is held, no written "Exit Plan" is completed. The Work Study Coordinator would like to develop "Exit Plans" and train special educators on completing the transition page of the IEP.

My Reflections

Overall, I agree with the Work Study Coordinator regarding areas of strength and need within the program. The combination of enclave and work study sites, provide the students a variety of vocational experiences. This helps students define their interests and strengths, as well as providing functional assessments across many settings. The Work Study Coordinator seems to work with the student to find a site which they will like and be successful. In summary, some suggestions for improvement highlighted through our discussion include:

- Increased communication among team members. Each team member seems confident in their responsibilities, but is not necessarily sure of other team member actions. This would enable each member to be a better resource to families, and ensure that each team member is working towards the same goals with the student.
- More formal assessment of student interests, strengths, and needs. While an interest inventory is conducted with each student prior to work study assignment, I have seen minimal functional assessment of other areas. This includes community living skills and self- determination skills. Such assessment may or may not indicate a need to include more instruction in such areas.

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- A career preparation course for work study/ enclave students, or a more defined infusion of career education into existing curricula. While staffing may be a problem, this could be alleviated by working with the CWE teacher and including the work study students into those classes. While inclusion in the CWE courses is the ideal solution, more instruction may be provided in the self- contained classroom.
- Development of a formal follow-up procedure. Such data will inform of successful practices within the program, as well as areas of need.
- More student involvement in the IEP process. This was not highlighted by the Work Study Coordinator, however, I have attended several meetings. Rarely was the student in attendance, and if he/ she was present, the student had a minimal role in the meeting. This would help increase students' self- determination/ advocacy skills and ensure a focus on his/ her interests and strengths. They may also find increased parent participation, as meetings may be friendlier, and the parents would feel they had more input into the meeting.
- Inclusion of transportation training.
- Development of formal "Exit Plans".

Name:

For each picture, circle L if you think you would like the job.
circle ? if you are not sure if you would like the job.
circle D if you would not like the job.

1. L ? D

2. L ? D

3. L ? D

4. L ? D

5. L ? D

Name:

The Arts:

How many 'L's did you circle? _____ X 2 = _____

How many '?'s did you circle? _____ X 1 = _____

How many 'D's did you circle? _____ X 0= _____

Add the numbers after the = sign. Write the total here. _____

Business:

How many 'L's did you circle? _____ X 2 = _____

How many '?'s did you circle? _____ X 1 = _____

How many 'D's did you circle? _____ X 0= _____

Add the numbers after the = sign. Write the total here. _____

Crafts:

How many 'L's did you circle? _____ X 2 = _____

How many '?'s did you circle? _____ X 1 = _____

How many 'D's did you circle? _____ X 0= _____

Add the numbers after the = sign. Write the total here. _____

Instructional Content and Practice

Job Analysis

I use the Job Analysis when developing a potential employment site for students. The analysis considers work environment, atmosphere, necessary skills, and the essential functions of the job. I can align this information with student information, such as that in the Vocational Profile, to place students in employment sites matching their interests, preferences, and strengths.

Instructional Format and Checklist (Instructional Outline)

When placing a student in an employment site, it may be necessary to select a few specific tasks for the student to learn. The instructional format breaks the task into individual steps and details how each will be taught. The checklist is a system of data collection for the task. This data may be used to determine student success or to make changes to instructional format. This instructional format and checklist may also be used for skill instruction in school or the community.

High Interest/ Low Readability Story

I created this particular story to be used with 7th graders reading on a 1st-2nd grade level. These stories may be used to help students improve their reading skills and as a prompt for discussion. Similar stories may be created for older students.

Weekly and Monthly Planning Sheets

I use these sheets to facilitate long- term classroom and community planning. With many students, each with different jobs and activities, it is essential to have a method of maintaining supervision.

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Job Analysis

Date October 19, 1999
Interviewer Mara Comfort

Company/ Organization Columbia Association, Columbia Gym
Interviewee Cheryl Thome, Administrative Assistant

Job Discussed Front Desk Attendant
Wages $6.50-$7.25/ hour depending on qualifications and experience
Benefits membership at gym
Advancement become a team leader, manage the pro shop

Job description attached
Essential Functions
- providing customer assistance
- answering telephone
- transferring phone calls
- answer customer questions (class schedules, lost and found)
- scan membership cards as they enter

Secondary Functions
- laundering towels
- keeping brochures filled
- towel runs
- registering customers for classes (cashiering)
- posting class schedules
- sell merchandise

Reading abilities
- necessary for registering customers for classes

Numerical abilities
- number recognition for transferring phone calls, reading class schedules, class registration
- Money recognition, number recognition, change counting for selling merchandise

Machinery
- computer terminal
- cash register
- scanning devise
- telephone
- credit card machine
- washer/ dryer

Important Aspects of Position

___speed	vs. _X_thoroughness
_X_teamwork	vs. ___independence
_X_judgment	vs. ___routine tasks (refer to manager on duty)
_X_repetitiousness	vs. ___variability

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Number of employees in position	25- 30 (may have 1-3 working desk at a time)
Supervision available (%of time)	80-85% (always a manager on duty)
Works with coworkers (%of time)	90% (when working with another desk attendant)
Absolute "don'ts" in this position	tardiness/ no show, out of uniform

OBSERVATIONS

Appearance of employees	dress code is uniform, but casual (polo shirts, khaki pants), everyone looks clean and neat, people seem to enjoy working together, joking and relaxed interactions between employees, also friendly and relaxed interactions with customers, interviewee seems helpful and flexible willing to make accommodations if necessary, employees have been very friendly and comfortable with enclave students that are currently visiting the gym one day a week
Diagram the work area	see attached for diagram of primary work area Front desk is on entry level (2nd floor) 1st floor has locker rooms, indoor pool, television area, childcare, aerobics rooms, spa 2nd floor has front desk, waiting area, women's gym, cardio/ weight room, offices, laundry room 3rd floor has gyms, dance room, children play room

Atmosphere

_X_friendly, cheerful	vs.	___aloof, indifferent
_X_busy, relaxed	vs.	___busy, tense
___slow, relaxed	vs.	___slow, tense
_X_structured, orderly	vs.	___unstructured

Other comments/ conclusions:

Shifts 5:00-9:30 am
9:30-2:30 pm
2:30-6:00 pm
6:00-10:00

Employees work an average of 22 hours per week.
The schedule does not usually change each week; however, they are flexible as long as the shift is covered.
There is an elevator, although a key is necessary for operation.
All employees are required to have CPR certification, although the interviewee indicated that might be waived.

The atmosphere of the gym seems very friendly and helpful. I think the employees would be willing to provide natural supports. As there is more than one front desk attendant at most times, natural support is easily implemented.

However, there are a lot of job responsibilities associated with the front desk position, many of which require complex skills, such as cashiering. Furthermore, customer service seems an important aspect of the job, and accuracy is very important, especially when registering customers for classes. I think this would be a good opportunity for job carving decreasing the

Instructional Format

Specific skills:	filling brochures
Materials/ equipment required:	one brochure glued into appropriate display location, checklist of all brochures
Instructional Objective:	At least once a day, the worker will refill brochure displays independently with 100% accuracy.
Instructional Cue:	Following first laundry run after lunch
Type of Reinforcer:	Initially use frequent verbal praise, try to incorporate coworker praise. Eventually fade until paycheck becomes primary source of reinforcement.

Check list	**Teaching Procedures/ Modifications**
1. Check off any needed brochures	a checklist with photocopies of brochure fronts glue a copy of each brochure into corresponding display bin
2. Using a cart, collect needed brochures from storage closet	tape a copy of each brochure to the front of the box
3. Place brochures in appropriate bins	matching to glued brochures
4. Return any extras to storage closet	matching to taped brochures on boxes

***During initial instruction, worker will need direct instruction using the least intrusive prompting possible. Start with modeling each step, while verbally explaining actions. After initial instruction, use verbal, gestural, or modeling prompting. Have the student self monitor completion of each step by checking off items.

Instructional Checklist

Specific skill: filling brochures
Objective: At least once a day, the worker will refill brochure displays independently with 100% accuracy.
Instructional cue: Following first laundry run after lunch break

STEP / DATE										
Get cart and brochure checklist from laundry room										
Using checklist, check off needed brochures										
Using cart, cellect needed brochures from closet										
Place brochures into appropriate bins										
Return any extra brochures to storage closet										
Return cart to laundry room										
% of steps performed indep.										

Data recording:

+	performed independently		
V	needed verbal prompting	G	needed gestural prompting
M	needed modeled prompting	P	needed physical prompting

Instructional Format

Specific skills: laundry

Materials/ equipment required: laundry bins with appropriate color swatches, checklists with picture cues, timer

Instructional Objective: Using a timer, checklist, and picture cues if necessary, the worker will collect laundry from designated areas, launder the towels, fold the towels, and return them to designated areas independently 100% of the time.

Instructional Cue: Timer

Type of Reinforcer: Initially use frequent verbal praise, try to incorporate coworker praise. Eventually fade until paycheck becomes primary source of reinforcement.

Check list	Teaching Procedures/ Modifications
1. Get bin from laundry room	
2. Collect towels Women's gym Women's locker room Mens's locker room	checklist posted on laundry bin with map or picture cues if necessary
3. Sort towels Color White	bins with appropriate color swatches
4. Add one load to each washer	checklist with picture cues if necessary for steps 4-6 posted near washers
5. Add detergent to each washer	
6. Select cycle on each washer	
7. Start each washer	
8. After buzzer, transfer one load to each Dryer	checklist with picture cues if necessary for steps 8-10 poster near dryers
9. Add fabric softener to each dryer	
10. Start each dryer	
11. After buzzer, remove towels	
12. Fold towels	
13. Return towels Women's gym Women's locker room Men's locker room	see step 2
14. Reset timer for one hour	

***During initial instruction, worker will need direct instruction using the least intrusive prompting possible. Start with modeling each step, while verbally explaining actions. After initial instruction, use verbal, gestural, or modeling prompting. Have the student self monitor completion of each step by checking off items.

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Instructional Checklist

Specific skill: Laundering towels
Objective: Using a timer, checklist, and picture cues if necessary, the worker will collect laundry from designated areas, launder the towels, fold the towels, and return them to designated areas independently 100% of the time.
Instructional cue: Timer

STEP DATE										
Get bin from landry room										
Collect towels Women's gym Women's locker room Men's locker room										
Sort towels										
Add one load to each washer										
Add detergent to each										
Select cycle on each										
Start each washer										
After buzzer, transfer one load to each dryer										
Add fabric softener to each										
Start each dryer										
After buzzer, remove towels										
Fold towels										
Return towels Women's gym Women's locker room Men's locker room										
Reset timer for one hour										
% of steps performed indep.										

Data recording:

+	performed independently		
V	needed verbal prompting	G	needed gestural prompting
M	needed modeled prompting	P	needed physical prompting

Instructional Outline

Specific Skills:	waiting in line, verbally requesting food, serving self, purchasing food, comparing clock to model to monitor time
Materials:	large plastic tray, model clock
Instructional Objective:	J... will independently go to lunchroom, purchase and eat lunch appropriately, and leave for bus on time, 50% of the time.
Instructional Cue:	Teacher dismissal of class five minutes prior to bell indicating the end of 2nd mod.
Type of Reinforcer:	Verbal praise

Task Analysis	Teaching Procedures/ Modifications
Go to lunchroom	Least to most prompts will be used throughout instruction, prompts from natural supports will count as indep performance
Put belongings at table	
Choose a lunch line	
Get tray from cashier	Jason will use large plastic tray rather than small styrofoam
Wait appropriately in line	see definitions below
Get spoon, fork, straw	
Get milk	
Make food selection	
Take any side items	
Pay cashier	
Get any desired condiments	
Eat lunch appropriately	see definitions below
Clean up area	
Leave for bus at 10:55	Jason will have a model clock on a notecard indicating 10:55. He will compare this to wall clock.

Comments:

Definitions

Wait appropriately in line- student finds end of line, moves as line moves, demonstrates socially acceptable behaviors (no belching, passing gas, etc.)

Eat lunch appropriately- participates in conversation, wipes mouth, does not eat too fast, demonstrates socially acceptable behaviors (no belching, passing gas, food throwing, etc.)

Supports

Large plastic tray- the cafeteria employees have a large, plastic tray waiting for Jason every day. Typically, students only receive a small styrofoam tray for food, which does not have enough room for milk, money, etc.

Model clock- J... can not tell time, but he can compare the clock in the cafeteria to a model illustrating the time he is to leave for the bus. I introduced this model on 10/27, on a notecard that Jason is responsible for bringing every day.

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Training Data

Student: J[illegible]
Objective: J[illegible] will independently go to lunchroom, purchase and eat lunch appropriately, and leave for bus on time, 50% of the time.

Prompting sequence: least to most prompts
V= verbal, G= gestural, M= model, P= physical

Steps / Date	10/19	10/20	10/27	11/2	11/9	11/10
Go to lunchroom	+	+	+	+	+	+
Put belongings at table	+	+	+	+	+	+
Choose a lunch line	+	+	+	+	+	+
Get tray from cashier	V	V	V	+	+	+
Wait appropriately in line	+	+	+	V	+	V
Get spoon, fork, straw	+	+	+	+	+	+
Get milk	V	+	+	+	+	+
Make food selection	V	+	packed	packed	+	V
Take any side items	V	V	packed	packed	+	+
Pay cashier	+	+	+	+	+	+
Get any desired condiments	V	+	+	+	+	+
Eat lunch appropriately	+	+	+	+	V	+
Clean up area	V	+	+	+	+	+
Leave for bus at 10:55	V	V	V	+	+	V
% of steps indep	50%	86%	83%	92%	92%	79%

Other
I did not include prompts from natural supports such as other students or the cafeteria employees. 11/9 was a difficult day as J[illegible]on was not in a good mood, and he did not get to lunch early. Therefore, rather than only waiting in line with a few students, there were many students, some of which butted into the line, delaying J[illegible] further.

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CHAPTER 1

Austin waved goodbye to his friends from the car window. He was both scared and excited. His mom got a new job and they were moving to Colorado. That was a long way from his friends in Georgia.

"Are you okay?" his mom asked with a frown.

"Sure! This is going to be great! I can go camping, fishing, and hiking in the mountains," Austin said.

"Liar!" screamed his little brother, Bobby. "I heard you crying last night. Cry baby! Cry baby!"

"Bobby, don't tease your brother. Moving to a new place is scary. It's even scarier when you're 12. Middle school is tough. Changing schools in the middle of the year is really hard," said their Dad.

"I am excited about all the stuff to do. I hope I make lots of friends. What if nobody likes me?"

Mom said calmly, "You'll be fine, Austin. Just be yourself."

With that, Austin fell asleep. The next few days sped by. Soon the family pulled into the driveway of their new home.

CHAPTER 2

Austin was happy to finally have his own room. No more sharing with his bratty little brother. Now he could play video games without Bobby pestering him for a turn. Mom said he could see the mountains from his bedroom window. He couldn't wait to hit the hiking trails. Maybe he and his new friends could go camping!

But, as he got out of the car, his plans changed.

"It's freezing! It's October, why is it so cold?" Austin asked.

Dad replied, "winter comes sooner in Colorado than Georgia. It may snow tomorrow!"

"But I wanted to go hiking!" Austin whined.

"You'll just have to see. Besides you have lots of unpacking to finish. You start your new school on Monday," Mom said.

It did snow the next day. Austin was excited. He only saw snow when he visited his grandparents. But it was so cold. He couldn't go exploring in the mountains. After being in the house all weekend with his family, Austin was ready to start school on Monday.

BIG AIR BY MARA COMFORT

SOME ACTIVITIES FOR YOUR CLASS

CHAPTER 1

Background:
Have students identify Colorado and Georgia on a map.
Talk about differences between two states (mountains vs. ocean, climate, recreation, etc.)

Vocabulary:
Mountains, Colorado, Georgia

Questioning:
Why was Austin moving?
How did Austin feel about moving?
Why do you think he felt that way? What in the story indicates that?
What were some things Austin was excited about?

Predict:
Will Austin like living in Colorado? Why do you think that?

Writing activities:
Tell about a time that you were nervous and/ or excited.
How did you feel about starting middle school?
Tell about a major transition in your life.

CHAPTER 2

Background:
Review questioning from chapter 1
Why was Austin moving?
How did Austin feel about moving?
Why do you think he felt that way? What in the story indicates that?
What were some things Austin was excited about?

Vocabulary:
Pestering, whined, exploring

Grammar:
Contractions (it's, you'll, couldn't)

Questioning:
Why was Austin excited about his new room?
What was his reaction to the weather? Why did he think the weather was strange?
How did Austin feel about his first day of school?

Predict:
Do you still agree with your earlier prediction regarding Austin's feelings towards living in Colorado? Explain.

CHAPTER 3

Background:
Review questioning from chapter 2
Why was Austin excited about his new room?
What was his reaction to the weather? Why did he think the weather was strange?
How did Austin feel about his first day of school?

Vocabulary:
Mocked, laughed

Grammar:
Identify more contractions (I'm, that's, we're, we'd, you're, let's)

Questioning:
What does Austin tell the class about himself?
How did his classmates react?
Why do you think they made fun of him?

Writing activities:
Have you ever been made fun of, or made fun of some one else? How did that make you feel? Why do people make fun of others?
What would you tell the class about yourself if you were a new student?

CHAPTER 4

Background:
Review questioning from chapter 3
What does Austin tell the class about himself?
How did his classmates react?
Why do you think they made fun of him?

Vocabulary:
Embarrassed

MARCH 2000

Monday	Tuesday	Wednesday	Thursday	Friday
		1	2	3
6	7	8	9	10
13	14	15	16 Nat. Geo. Museum	17 bowling
20 Practice IEP	21 Comm. Expect → Budget →	22	23 NEWS Dental (first) Start travel plan	24
27 IEPs Roger-newspaper budget job types	28 IEPs Travel plan trends Paychecks grocery scrap	29 Marriages (laces)	30 IEPs Roger-news Breakfast labels HW Personal profiles	31 Comm. slip check Joy out Paycheck math & work. Breakfast healthy Problem Solving Paycheck HW

Things to remember:

Vanessa 4/3
4/10 and 4/11

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April 2000

Monday	Tuesday	Wednesday	Thursday	Friday
3 evaluate/ plan bud ADA rdng: essential functions Ideas for trip Vanessa	4 listing ess. funct. Ronald pres. Travel pl. Planning meeting HW: Travel Plan	5 How to call for job shadow What to look for HW: Job sh. appointment reception	6 Community 1/2 (Brookside Nature gardens) Library (class 4 c.p.) Transporting 12:30	7 Community 1/2 (corner of Ro, Co, Fr. Library (class tr. f.)
10 coupons messages Vanessa	11 911 9.00-10.00 Provider fair prep	12 Start travel pl. 911 Scenarios Job shadow directions PARTY	13 Provider fair coupons messages prov. qurs. vanessa	14 LAST DAY UCI center
17 SPRING BREAK →	18	19	20	21
24	25	26	27	28
30				

Things to remember:

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Planning and Managing the Teaching Environment

Transition Planning Areas and Transition Goals

The Vocational Profile can be used in developing transition goals. Once the profile is completed, I can identify the student's strengths, needs, possible services, and any other assessment data needed in all transition related areas. From this, I write transition goals meeting the student's needs and interests.

Community- Based Lesson Plan

When conducting community-based lessons, it is important to consider in-class preparation, transportation, and community instruction. It is also important to identify at least one particular skill for each student to practice, as well as other possible areas of instruction. These skills should match the students' IEPs, as well as their needs.

Community Travel Plan

I developed this travel plan to use for students learning to ride public transportation from their homes to various community locations. This form provided students with a prompt while traveling. Staff kept a copy of each student's form to monitor the travel routes. After traveling, staff recorded how the student did for documentation.

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TRANSITION PLANNING AREAS

EMPLOYMENT

Strengths	Needs	Possible Services	Additional Assessment Data Needed
1. Has had many work study experiences	1. Demonstrates inappropriate behaviors at work	1. DORS, DDA	1. Interest inventory
2. Can stay on task for an hour	2. Consistent work study to develop independence	2. Work study at one place	2. Situational behavioral assm.
3. Can follow multi-step directions			3. Aptitude/ skill assessment
4. Enjoys working			4. Level of independence at work site

EDUCATION/ TRAINING

Strengths	Needs	Possible Services	Additional Assessment Data Needed
1. Has some reading and writing	1. Money skills	1. Digital watch	1. Functional math assm. (Syracuse)
2. Has sight word vocabulary	2. Consumer skills		2. Functional reading assm. (Syracuse)
3. Can use a calculator	3. Time management/ scheduling		

FINANCIAL

Strengths	Needs	Possible Services	Additional Assessment Data Needed
1. Has been referred to SSI, DDA and DORS	1. Complete application to SSI	1. Transition/ Library Nights	
	2. Identify other adult service agencies		
	3. Budgeting		

RECREATION

Strengths	Needs	Possible Services	Additional Assessment Data Needed
1. Helps with school football team 2. Special Olympics	1. Adult integrated activity to participate in after graduation	1. Department of Parks and Recreation 2. Columbia Association	

MEDICAL/ THERAPEUTIC

Strengths	Needs	Possible Services	Additional Assessment Data Needed
1. Does not have any medical issues			

SOCIAL

Strengths	Needs	Possible Services	Additional Assessment Data Needed
1. Enjoys talking and socializing 2. Verbal	1. To learn to manage inappropriate behaviors 2. To practice problem solving, conflict resolution, assertive communication		

TRANSITION GOALS

EMPLOYMENT GOAL	With initial job coaching and subsequent drop in supervision, Michael will work independently at a work study site at least 10 hours each week.
LEVEL OF PRESENT PERFORMANCE	Participates in enclave at a different Blockbuster each day
STEPS TO ACCOMPLISH GOAL	1. Michael will complete an interest inventory and aptitude assessment 2. The teacher will complete a job analysis and match to Michael's interests and skills 3. Michael will participate in initial job coaching 4. Michael will work with his teacher to develop and follow a self-management plan (appropriate behaviors, on task, etc.)
DATE OF COMPLETION	1. Obtain work study by March 2. Maintain through end of school year
PERSON(S) RESPONSIBLE FOR IMPLEMENTATION	Work study coordinator and Michael

VOCATIONAL EDUCATION/ TRAINING GOAL	Given a digital watch with alarm settings, Michael will develop and follow a daily schedule.
LEVEL OF PRESENT PERFORMANCE	Does not currently wear a watch Does not follow a schedule independently, although he does identify time to leave lunch for enclave.
STEPS TO ACCOMPLISH GOAL	1. Michael will work with his teacher to develop a daily schedule, including time to leave for school, class changes, time for work, and any breaks at the work site. 2. With the help of his family, Michael will purchase a watch. 3. Using the watch with alarms set each evening by his parents, Michael will follow his daily schedule 4. Michael will monitor his progress following the schedule.
DATE OF COMPLETION	May 2000
PERSON(S) RESPONSIBLE FOR IMPLEMENTATION	Classroom teacher, parent, and Michael

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INDEPENDENT LIVING GOAL	Michael will develop effective consumer skills, including making purchases.
LEVEL OF PRESENT PERFORMANCE	Can use a calculator Not consistent in recognizing money
STEPS TO ACCOMPLISH GOAL	1. Michael will participate in a functional math assessment, such as the one in the Syracuse curriculum. 2. The teacher will develop a strategy that meets Michael's skills and needs, such as next- dollar up. 3. Michael will practice employing that strategy in real life consumer situations.
DATE OF COMPLETION	May 2000
PERSON(S) RESPONSIBLE FOR IMPLEMENTATION	Classroom teacher and Michael

FINANCIAL INCOME NEEDS GOAL	Michael and his family will apply for SSI.
LEVEL OF PRESENT PERFORMANCE	The family is aware of SSI, but has not completed and submitted application.
STEPS TO ACCOMPLISH GOAL	1. Michael and his family will complete the application. 2. Michael and his family will submit the application.
DATE OF COMPLETION	March 2000
PERSON(S) RESPONSIBLE FOR IMPLEMENTATION	Classroom teacher, Michael, parents

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Community Based Lesson Plan
April 26 & 28

- Goal:
  All students will practice appropriate skills for community settings.
  Some students will practice following directions, maps, and locating items/ areas of interest.
  A few students will learn about the Baule culture of the north- western coast of Africa.

- Materials:
  Packet for each student (maps to and inside of museum, world map, African map, info on exhibit)
  Paper for copying schedule

- Preparation: J Street
  1. *Where are we going?* Look at map of Smithsonian and museum. Identify location of museum, best path from metro station, exhibit, restrooms, information, etc.
  2. *What is our schedule?* Have students figure out schedule leaving enough time for traveling and viewing exhibits. Students can copy the schedule into their notebook, or the teacher makes a copy for those who need assistance.
  3. *What do we already know, or can we learn about African cultures?* Use the maps to locate Africa and the baule culture, relate to the location of D.C. Discuss role of dancing and art in culture, types of houses, climate, etc.

- Travel: Metro to Smithsonian, walk up Independence Ave.
  1. Students identify correct train line.
  2. Students identify Smithsonian stop.
  3. Students identify Indep. Ave. exit.
  4. Students demonstrate proper street crossing skills.
  5. Students will identify the Museum of African Art

- Museum Instruction
  1. Students will use map, asking museum workers to locate exhibits, restrooms, exit, etc.
  2. Students will study pictures, artifacts, and videos about the Baule culture and art.
  3. Students can discuss
     Housing: Do the Baule people live in houses like ours?
     Clothing: Do they dress like us?
     Ritual dancing: Why do they perform dances? Who can participate?
     Role of art: Make connections to similar items in our culture?
     Location: Where is Africa? Can we get there by car or bus, or would we need a plane/ boat?

Objectives and Activities: Tuesday

- R[illegible]

P[illegible]n will read exhibit captions and answer comprehension questions, with 75% accuracy for 3 exhibits.

Other: use museum map to locate restrooms, exhibits, etc.; asking questions to locate; use city map to locate museum; identifying dates and calculating number of years to today; discussing African maps.

- T[illegible]a

With minimal prompting, Taiya will read exhibit captions and answer comprehension questions, with 75% accuracy for 3 exhibits.

Other: use museum map to locate restrooms, exhibits, etc.; asking questions to locate; use city map to locate museum; identifying dates; discussing African maps; using next dollar up strategy in gift shop; attending to street crossing signs and cars; identifying metro stop.

- J[illegible]

Given a single verbal instruction, Jerron will follow the instruction 3/5 times.

Other: staying with group; pointing to captions; demonstrating engagement; attending to street crossing signs and cars; identifying price tags; identifying exhibits resembling familiar objects

- I[illegible]

Given a single verbal instruction, I[illegible]n will follow the instruction 3/5 times.

Other: staying with group; pointing to captions; demonstrating engagement; attending to street crossing signs and cars; identifying price tags; identifying exhibits resembling familiar objects

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Where are you going (final destination)? marrics
Where are you meeting the class? Siver Spring
What time are you meeting the class? 5:30

Starting point: Home
Time leaving starting point: 7:45
Ending point: Siverspring
Time arriving at ending point: 5:30

MODE	#/ COLOR	TIME	GOING TOWARDS	GET OFF AT	ARRIVES
examples:					
metro	red	8:00	Shady Grove	Metro Center	8:20
bus	46	8:00	Medical Center	Rockville Metro	8:15
bus	49	7:45	GLENMONSTATION	GLENMONSTATION	5:00
bus	47	8:01	siverspring	siverspring	8:50

Walking plan:

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woke late, called at 8:30. not coming, told to come anyway. call when a' silver spring). came in

Managing Student Behavior and Interaction Skills

Behavior Support Planning Sheets

When students demonstrate inappropriate behaviors, they are trying to communicate some message to those around them. It is the job of the professionals to discern this message and develop supports to help the student to communicate appropriately. After thorough data collection, the staff should work together to operationally define the behavior and what message is being communicated. With this knowledge, the staff develops supports, replacement behaviors, and response plan to be implemented uniformly across all environments.

Self- Determination Skills

I think it is importánt to assess a student`s self-determination skills to in order to determine how to gear instruction. This is a summary of one such assessment and a description of how I planned to continue instruction.

Self- Determination Curricula Sampler

This sampler highlights the various self-determination curricula. It is an excellent resource for professionals when selecting a curriculum to meet the needs of their students.

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Behavior Support Planning Sheets

Student's name: "D"

Student's strengths:

- completes all work
- can read and write well
- verbal communication is very clear
- independent in daily acitivities (eating lunch, grooming, etc.)
- remains on task through most activities
- eager to participate in group discussions

Challenging Behavior:

What is it?
aggressive behaviors

What does the student actually do (e.g., actions, words, etc.)? What do you see?
throws desk, hits other students (not very hard, usually), innappropriate language

Patterns:

When does the behavior occur?

- primarily second period
- within a large group activity
- when particular students are nearby

When does the behavior not occur?

- when in a small group
- around his friends
- when class is engaged in activity requiring concentration

Communication- What is the message being expressed?

- "Someone has said something to make me angry."
- "I want that person to leave me alone."

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Initial Supports:

- move seat away from "B" and "A" (other students in class) in second period
- provide more small group activities in second period
- provide opportunities for "D" to work with his friends in second period

Replacement Behaviors:

1. Ask the student bothering him to "Please, leave me alone."
2. "D" will move to another location in the classroom where he can still participate in the class lesson.
3. "D" will walk into the side room, completely removing himself from the student bothering him.

Response Plan:

When aggressive behavior is verbal with another student:
1. Ask "D" or other student to return to his/ her seat. Have both students meet with teacher for a few minutes during class. If necessary, can also meet briefly after class.
2. If interaction continues after requesting return to seat, assign detention to all students involved.

When aggressive behavior is physical, directed at an object:
1. Ask "D" to step into side room to calm down. After he calms down, discuss incident, who involved and how he could have better handled the situation.

When aggressive behavior is physical, directed at another student:
1. Automatic referral to office (school policy). Send all students involved.

Self- Determination Skills

Assessment

To begin the assessment of Michaels' self- determination skills, specifically related to his IEP, I wanted to understand his basic knowledge of Down's Syndrome and an IEP. Michael could name his disability, but he could not tell me how that affected his learning or development. A blanket question asking him to identify his strengths and challenges elicits no response from Michael. However, he can identify his abilities when asked directly, such as "Can you tell time?" Furthermore, Michael can answer direct questions about his future, such as "Do you want to work at Blockbuster?" I am concerned that although he can answer these future goal questions, he may not understand of their full meaning, such as recognizing necessary skills for the job, or how to apply for employment.

As I expected, Michael was not aware he had an IEP or of the document meaning. He does know that his parents frequently come to school to meet his teachers and that he is in special education. I did not continue with the assessment once I realized Michael knew nothing of an IEP.

Future Instruction

Before beginning IEP instruction, I think Michael needs to learn about his disability and how that affects his development. I am currently conducting an introductory self- determination unit within Michael's class, having the students identify their strengths, challenges, and preferences. While this is a good start, I think Michael, as well as the other students in the class, need some more one-on-one instruction. Some particular areas of instruction are (listed in order of instruction):

- A discussion of Down Syndrome with Michael, and how his disability makes him special.
- Identifying preferences, focusing on things related to Michael's adult life. This would probably be the easiest part for Michael to grasp.
- Identifying more abstract concepts, beginning with strengths, to ensure the instruction remains positive.
- Identifying Michael's challenges and types of support that may be beneficial. This includes a identifying specific people who may provide support and how request such assistance.

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- After Michael has an understanding of his preferences, strengths, and challenges, we would begin discussing future goals, including completion of a picture based career interest inventory. Discussion would also include residential and recreational options.
- Michael could compare the inventory results and discussion to his identified strengths, challenges, and preferences. This information would aid him in creating realistic goals that result in happiness and success.
- This instruction should be combined with functional assessments of community, recreational, domestic, and career skills, as no such information has been collected.

Throughout this instruction, I would encourage dialogue between Michael and his family. I would inform them of the program prior to beginning and ask for any questions or suggestions they may have. I would also include many permanent products that Michael could share with his family, and eventually compile into a portfolio.

After Michael develops some general self-determination skills, we could begin preparing for his next IEP meeting. Instruction would include:

- Showing him the document and talking about what it means. I would concentrate on explaining current performance, objectives and goals, placement, and the roles of his parents and teachers in previous documents.
- We would watch videos of students in their IEP meetings so Michael can begin to visualize the process.
- Michael's mother asked for a 60 day review at his last IEP meeting. I would invite Michael to attend this meeting and participate at the level he feels comfortable.
- Use the information from earlier exploration of preferences, strengths, and challenges, combined with future goals to develop questions and goals to present at the meeting.

Instruction for in the IEP meeting would primarily consist of role playing activities. In the activities Michael would practice:

- Expressing his interests, preferences, and strengths. He would also express his goals, ask questions, and ask for accommodations.

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- Taking various degrees of control during the meeting to decide how comfortable he is in facilitating the meeting.
- Assertive communication, rather than aggressive or passive communication.
- Evaluating each role playing activity deciding how he would improve the meeting next time.

Finally, to implement the IEP, Michael and I would work together to develop self- monitoring strategies. These strategies would include:

- Monitoring his requests for accommodations and support.
- Monitoring his progress on all goals, especially those he took responsibility for during the IEP meeting.
- Collecting information on post-secondary options.
- Comparing those options with his post-secondary goals.

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Self-Determination Curriculum Sampler

Wendy M. Wood and David W. Test

Special Education Program
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704/547-2531
wmwood@email.uncc.edu
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TITLE	Product Info	Choice/ Decision Making	Goal Setting/ Attainment	Problem Solving	Self Mgt	Self Advocacy	Self Awareness	PCPlan	Relationships w/Others	Contents	Audience
A student's guide to the IEP	NICHCY (800) 695-0285 Price: $5	☑ ☑	☑	☐	☑	☑	☑	☑	☐	Student Booklet Audiotape	Not specified but requires reading skills
		Other: Education							Field Test ☐		
Become your own expert: Self-advocacy curriculum for individuals with learning disabilities	MN Dept. of Children, Families, and Learning (651) 582-8515 Price: $23.95	☑ ☑	☑	☐	☑	☑	☑	☑	☑	Teacher & Student Guide	Students with learning disabilities (9th grade and older)
		Other: Employment, Education, Housing/daily living, Adjustment, Community							Field Test ☑		
Becoming self-determined	Educational Consultants of Madison (608) 663-2303 Price: 89.95	☑ ☑	☑	☐	☐	☐	☑	☐	☐	Curriculum manual Video	
		Other: Employment, Housing/daily living, Employment, Communit							Field Test ☑		
Choosing employment goals	Sopris West Inc. (800) 547-6747 Price: $95	☑ ☑	☑	☐	☑	☑	☐	☐	☐	Teacher's manual Videos Set of blackline masters Assessment	Transition aged students with or without disabilities
		Other: Employment, Education, Housing/daily living, Personal, Community							Field Test ☑		

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Communication and Collaborative Partnerships

Family Interview

When planning transition for a student, I find one of the most effective means of gathering information is through an interview with the family. Along with the student, the family best knows the student's interests, preferences, and needs. An interview may also help professionals understand the cultural background of the student, and how that background may affect transitioning. This is the format and summary of one interview I conducted.

Agency Visit

Special education professionals need knowledge of the adult service agencies they are linking transitioning students and families with. I use this interview format when I meet with counselors of an agency for the first time. This enables me to identify the services provided and eligibility requirements.

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1. Could you start by telling me about your family?
   Who lives in the home?
   Other extended family?
2. How are roles and responsibilities divided within the home?
3. What is a typical day for your family?
   A typical week?
4. What are the values you most want to teach to your children?
5. Why are those values important to you?
6. Would you say that your family is similar to the one in which you/ spouse grew up?
7. Beyond family, has anyone else provided much support to your family?

You've provided me a very clear picture of your family, now I would like to talk more specifically about your child with a disability.

8. How would you describe your son to someone who doesn't know him?
9. When did you begin to suspect he might have a disability?
10. Are you currently satisfied with the services you are receiving from the school system?
11. What would you like your son to gain from school?
12. What are your goals for his adult life?
13. What type of services and/ or education do you feel are necessary to meet those goals?

We've discussed what you feel your son needs, now I want to know more about what you and your family need.

14. Are you involved in any organization that provides assistance to families?
15. Is there any information you would find useful?
16. Have you ever disagreed with what the school thought was best for your son and how did you address that?
17. How has your son affected your family, both ways he's improved upon your family, and how things have been more difficult?
18. For those things that have been difficult, is there anything else the school or community could do to make it easier.

Figure 2: Family interview questions. Other questions were prepared, however, this represents the actual conversation format.

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❖ ***How are roles divided within the home?***

D's mom does not get home from work until 6:30 each evening. Until recently she also worked at Target in the evenings to help pay the bills. TJ arrives home from work at 1:00 each afternoon and fixes D a snack when he arrives home at 2:30. T is usually home by 3:00 and has the responsibility of D until their mom returns. All other responsibilities are shared among TJ, T, and their mother. D helps with chores, but needs support.

❖ ***What is a typical day for your family?***

Most of the day was outlined in the previous question. Additionally, the family usually eats dinner together. Following dinner, T will work on homework, D will watch television or draw, and their mom will grade papers or prepare lessons. TJ will draw in her room or go out with friends.

A typical week?

Additional activities each week include chores, visiting family, and attending bible study and services at the local Jehovah's Witness hall. T would like to initiate a family night, also.

❖ ***What would you consider to be the most important values to teach your children?***

D's mother believes strongly that if you put God first, everything else will eventually follow. She also wants her children to respect themselves and others. It has been difficult for her children as she only recently converted to Jehovah's Witness. Her ex- husband and family are Christian, and the children have spent a substantial portion of their lives practicing the Christian faith. She is very proud of how they respect her wishes, especially regarding celebration of holidays and birthdays.

Understanding of the "real world" is also important to D's mother. She shares the family finances with her daughters.

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Agency Visit Interview Guide

Date:	**November 1, 1999**
Agency:	**Department of Rehabilitation Services (DORS)**
Address:	**3451 Courthouse Dr.** **Ellicott City, MD 21043-4375**
Contact Person:	**Transition Counselor**
Phone:	**(410) 461-0386**
Fax:	**(410) 461-0108**
Email:	**dorsec@clark.net**
URL:	www.dors.state.md.us.

Services Provided:

All services are geared toward the final goal of employment for persons with disabilities.

- Providing guidance and counseling
- Providing and/ or funding vocational training (work adjustment training, funding college or technical training, purchasing training materials)
- Assisting with job searching, applicaton, and maintenance (locating jobs, interviewing, resume writing, and follow- up)
- Supported employment
- Technology assistance
- Medical rehabilitation (counseling, visual aids, prosthetics)
- Transportation
- Vocational evaluation
- Case management (managing all services provided to consumer, informing of rights, referring to other agencies)
- Community Living Skills (at MRC, students live there for 4 months during their exit year)
- Advocacy with employers

Staff:

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Within the Howard County office, there are:

- *1 supervisor* responsible for monitoring case management reports, ensuring criteria and timelines are met, distinguishing between significant and most significant rating of need, managing money flow, answering policy questions, and signing plans of newer counselors.
- *5 counselors* each responsible for one particular portion of case management
  - transition for students exiting school system
  - traumatic brain injury
  - mental illness
  - blindness
  - other (substance abuse, veterans, welfare to work)
- *2 secretaries* and *1 contract secretary*

Population served/ Eligibility Requirements:

Basic eligibility requirements specify that to receive services an individual must:

- have a physical or mental impairment hindering employment
- need rehabilitation services to obtain and maintain employment
- be able to benefit from such services.

It is assumed that all people receiving SSI or SSDI qualify for DORS.

DORS prioritizes consumers based upon presence of a "most significant," "significant," or "non-severe" disability. Priority is given to those with a most significant disability, followed by a significant disability. A most significant disability alters three or more major life functions, while a significant disability only affects one or two life functions. Major life functions include walking, talking, self- care, work tolerance, work skills, relationships with others, etc.

Funding:

DORS is funded under the Rehabilitation Act Amendments.

25% of funding comes from the state government and must be used first.

75% of funding comes from the federal government.

Cost to clients:

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There is usually no cost to clients. SSI recipients automatically qualify for services at no charge. DORS may require other customers earning over $12,001 during the previous year to make an annual contribution fee, based upon amount of earnings and number of dependents. This is usually for services related to training, such as work adjustment training addressing social skills, timeliness, and responsibility. Other services are always free of charge, including guidance and counseling, placement, and supported employment.

Formal links to special education, regular education, school districts, or state department:

DORS is part of the Maryland State Department of Education.

With local schools, the transition counselor from DORS works closely with the work study coordinator from each high school. The work study coordinator refers students to DORS as the students enter their final year in the school system. The work study coordinator may also supply the counselor with information on the student, such as IEPs, psychological evaluations, work-study history and data, and educational assessments.

Formal links to DORS, DDA, or adult service providers;

The DORS case manager refers customers to a variety of agencies providing the services funded by DORS. The counselor also has the DDA application and will assist customers in filling out information if long term funding is necessary.

DORS also works with local agencies on specific projects. One example is the STEP program of Howard County. Developmental Services Group (DSG), a local agency, created the STEP program, along with ARC, DORS, the local school system, and Athelas. This is a student to employment program that provides supported employment services to students.

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Involvement in the Transition Process:

There is one counselor at the Howard County DORS office devoted solely to serving individuals transitioning from the school system to the adult world. Occasionally, this counselor will attend IEP meetings, usually upon request from the work study coordinator. The counselor also attends Transition Planning Nights and Library Nights, meetings at local high schools providing information to students and families regarding adult agencies.

Follow up services after clients complete or leave the program:

After a case has been closed, the customer may return and request more services, although DORS may not agree. This primarily occurs when an individual switches careers. DORS also provides post- employment services such as technology assistance or developing accommodations.

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Professionalism and Ethical Practices

Transition Best Practices

This is a brief summary of the "best practices" highlighted in transition literature. All of these practices are essential to effective transition programming.

Student Teacher Evaluations

My university supervisor and cooperating teacher comment on my professionalism, as well as discussing other professional competencies.

Literature Review- Abstract

It is important for professionals to remain up to date on current research in transition and special education. Professionals should also have an understanding of the research process in order to evaluate sources and studies. Finally, professionals need to take research findings and use that information to improve transition programming. This is the abstract of a literature review I conducted to evaluate the cost-effectiveness of supported employment programs.

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Transition Best Practices

Student Focused Planning

Planning should consider preferences, interests, and needs (mandated by IDEA)

Achieve by:

1. Self-determination and student participation (Neubert&Moon)
2. Involving various people in process depending on time and goals (Kohler)
3. Many forms of assessment (Thurlow&Elliott)
   Student trans profile + job analysis = job match
   Community assessment (Stitlington, et.al. 1996)

Family Involvement

Contribute information for student focused planning and support after graduation

Research indicates involvement → greater school success
Residential independence
Community participation

Achieve by:

1. Family empowerment and training (Kohler)
2. Understanding and respecting family cultural differences (Harry & Kalyanpur, 1994)
3. Parents accept some goal responsibility and promote student development (Neubert&Moon)

Student Development

Research indicates

Post school outcomes ← work quality
Attitude
Social skills
Living skills

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Academic skills
Absence of asocial behavior
On the job training
Post secondary educ ← Self-esteem/ self-advocacy
Higher employment rate/ wages ← self-determination (Wehmeyer & Schwartz 1997)

Interagency Collaboration

Mandated (IDEA, STWOA, Rehab Act Amend 1992)
Research indicates interagency collaboration improves implementation and effectiveness (Kohler)

Achieve by:

1. Involving various stakeholders; rehab, local agencies, business, social services (Neubert & Moon)
2. Participate various times, highlight expectations associated with post school settings (Thurlow & Elliott)

Program Structure and Attributes

Organized to promote activities
Focused on outcome-based education
Clear mission and goals
Systematic and strategic planning (Kohler)
Program evaluation
Need framework and goals
Evaluate in parts (Thurlow & Elliott)

Semester Spring Year 2000

STUDENT TEACHING RECOMMENDATION

UNIVERSITY OF MARYLAND

OFFICE OF LABORATORY EXPERIENCES/CAREER CENTER • COLLEGE PARK, MARYLAND 20742

DUE TO PASSAGE OF THE PUBLIC LAW 93-380 WHICH BECAME EFFECTIVE NOVEMBER 19, 1974, THIS RECOMMENDATION MAY NO LONGER BE CONFIDENTIAL

Student Teacher: Mara Comfort Students SSN: 219-96-4922

Specialty Area: Special Education/ Secondary Transition
Person Completing Form: Meg Grigal Role: University Supervisor
Date: 5/12/00

Directions; please write a descriptive statement in each of the categories designated below. Be as specific as possible in reference to this student teacher's performance and experience in each area. The checklist evaluation, in the left hand column for each category, is optional Please return the original plus three copies of this form to the Office of Laboratory Experiences IMMEDIATELY following the student teaching experience. Make a copy for your files.

1. SETTING: School: Montgomery College-Rockville Campus
County: Montgomery
Grade Level (s): 18-21
Brief statement about setting:
Program is an postsecondary program run by MCPS for students with disabilities age 18-21 on a community college campus. Community based instruction, functional skills, and employment are the focus of the program.

2. PLANNING INSTRUCTION
Mara's planning for both in-class and community experiences was detailed and well thought-out. Objectives were clear and she was able to evaluate student progress through many informal assessment techniques. Mara's creativity and resourcefulness resulted in lessons comprised of interesting and motivating materials. She clearly knew what each student would need from her presentation and planned appropriately.

3. DELIVERY OF INSTRUCTION
Mara's manner in the classroom is relaxed and under control. She approaches all students with respect and creates a learning environment in which student feel comfortable, but know when to settle down and get to work. In the community, Mara approaches instruction in an organized fashion and directions were given clearly to both staff and students.

4. ASSESSMENT OF STUDENT LEARNING
Mara compiled data from the instruction she provided, used it not only to adjust future instruction, but summarized it to create IEP goals for her students. She cultivated many assessment techniques through which she derives students' level of understanding or performance capabilities. Assessment was completed not only using traditional methods, but functional and ecological assessments were done as well.

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5. CLASSROOM MANAGEMENT AND ORGANIZATION

Mara is able to handle management issues on both an individual and group level. Her classroom is always neat in appearance, materials are organized and in place prior to instruction. Mara made alterations to her classroom environment to facilitate student movement and improve her ability to supervise student activities. Mara is very calm in her approach to students with behavioral challenges and this proves to be effective in maintaining an atmosphere of safety and stability in her classroom.

6. KNOWLEDGE OF CONTENT AND EDUCATIONAL THEORY

Mara is familiar with a variety of educational theory, especially those related to transition from school to adult life and self-determination. She incorporates this knowledge into both her short term and long term goals for the students she instructs.

7. INTERPERSONAL SKILLS

Mara has established herself as a respected and sought after mentor to her students. She clearly values her students, they sense this and respond with not only their attention, but a desire to achieve. Mara has demonstrated great insight and maturity in her relations with staff members. She collaborates well and respects others teaching styles while maintaining her own.

8. PROFESSIONAL QUALITIES

Mara is a professional in her attitude, appearance and action. She has taken her student teaching experience very seriously as a time to improve her instructional abilities; both in and out of the classroom.

9. SPECIAL STRENGTHS- OVERALL REACTION TO TOTAL PERFORMANCE

Mara is a dedicated teacher who strives to provide individualized, meaningful, instruction to students with varying needs. She connects well with students, seeking to provide them with a stable and supportive classroom environment in which they feel successful.

TO BE COMPLETED BY STUDENT TEACHER

☑ I have read my final student teaching recommendation

☑ I wish to include this document in my credential file

☐ I do not wish to include this document in my credential file at this time

Regardless of whether or not you have selected to have your recommendation included in your credential file, a copy of the recommendation will be held in the office of laboratory experiences for a period of (1) year. After that time the recommendation will be purged.

L. Mara Cramer 5/16/00 Mary E. Lingl 5/12/00

Signature Of Student Teacher/Date Signature Of Person Writing Recommendation/Date

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SEMESTER Spring (FALL/SPRING) YEAR 2000

STUDENT TEACHING RECOMMENDATION

UNIVERSITY OF MARYLAND

OFFICE OF LABORATORY EXPERIENCES/CAREER CENTER • COLLEGE PARK, MARYLAND 20742

DUE TO PASSAGE OF PUBLIC LAW 93-380 WHICH BECAME EFFECTIVE NOVEMBER 19, 1974, THIS RECOMMENDATION MAY NO LONGER BE CONFIDENTIAL

STUDENT TEACHER Mara Comfort STUDENT'S SSN 219-96-4922

Check One: ___Elementary ___Early Childhood ✓Special Education ___Secondary/Major_____

Name of Person Completing this Form Jay R. Williams Camp Date 4-30-00 Your Role:

✓Cooperating Teacher ___University Supervisor ___TEC/PDC Coordinator ___University Faculty/Liaison

DIRECTIONS: Please write a descriptive statement in each of the categories designated below. Be as specific as possible in reference to this student teacher's performance and experience in each area. The checklist evaluation, in the left hand column for each category, is optional. Please return the original plus three copies of this form to the Office of Laboratory Experiences IMMEDIATELY following the student teaching experience. Make a copy for your files.

OPTIONAL Checklist Key: U-Unsatisfactory S-Satisfactory G-Good O-Outstanding

1. SETTING: School Transition Service Unit County Montgomery

Grade Level(s) 12+

Brief Statement About Setting:

Self-contained classroom on a community college campus. 11 developmentally delayed students.

U S G O

2. PLANNING INSTRUCTION

Ms. Comfort differentiated her lesson plans to meet the needs of all students. This required a lot of organization and planning. Ms. Comfort's organization, planning and self-evaluation skills were an asset.

U S G O

3. DELIVERY OF INSTRUCTION

Ms Comfort used a variety of strategies to accommodate the needs of all the students in her lesson. She involved all students on a daily basis.

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U S G O

4. ASSESSMENT OF STUDENT LEARNING

Students were motivated to perform well. Ms. Comfort developed several assessments ie, written tests, performance tasks to evaluate student learning. The assessments reflected materials that were taught. The results of these tests were used in the planning of future lessons

Student's Name Mara Comfort STUDENT'S SSN 219-96-4922

U S G O

5. CLASSROOM MANAGEMENT AND ORGANIZATION

A valuable asset is Ms. Comfort's relaxed style which motivates students. However, Ms. Comfort needs to continue to employ a wider variety of classroom management techniques.

U S G O

6. KNOWLEDGE OF CONTENT AND EDUCATIONAL THEORY

Ms. Comfort was responsible for teaching 5 different areas of independent living. She was very knowledgable of each subject area and willing to ask questions as well as conduct her own research.

U S G O

7. INTERPERSONAL SKILLS

Ms. Comfort's strongest area is her interpersonal skills. She was very willing to get involved, comfortable working with a variety of people and clearly communicated what was needed to complete the task. Her knowledge and foresight into the needs of each student, allowed her to teach multiple content areas and skills at the same time.

U S G O

8. PROFESSIONAL QUALITIES

Ms. Comfort demonstrated professionalism throughout her student teaching experience. She always was an advocate for the student and respected the students' confidential Ms. Comfort used Feedback to improve and reflect her lesson plans.

U S G O

9. SPECIAL STRENGTHS - OVERALL REACTION TO TOTAL PERFORMANCE

Overall, Ms Comfort was a pleasure to work with. Her organizational skills and her ability to communicate with a variety of people was a valuable asset.

TO BE COMPLETED BY STUDENT TEACHER

✓ I have read my final student teaching recommendation

✓ I wish to include this document in my credential file.

___ I do not wish to include this document in my credential file at this time.

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Regardless of whether or not you have selected to have your recommendation included in your credential file, a copy of the recommendation will be held in the Office of Laboratory Experiences for a period of one (1) year. After that time, the recommendation will be purged.

Mara Comfort 5/9/00

Signature of Student Teacher/Date

Joy R. Williamson Cooper 5-9-00

Signature of Person Writing Recommendation/Date

Abstract

In 1986, Congress amended the Vocational Rehabilitation Act, emphasizing the importance of integration in employment settings for adults with disabilities. This is in direct opposition to the segregated employment programs commonly run by adult service providers. Yet, agencies continue to serve the majority of consumers in segregated settings, rather than supported employment programs. Funding continues to encourage segregated settings, although supported employment may be a more cost-effective alternative. The purpose of this paper is to (a) examine the conversion of segregated programs into community-based options, (b) analyze the cost-effectiveness of supported employment, and (c) discuss the future implications for adult service provision.

APPENDIX B

Revised Performance-Based Standards for Transition Specialists 1999

Debra A. Neubert
Meg Grigal
Department of Special Education
University of Maryland

Philosophical, Historical, and Legal Foundations of Special Education				
Knowledge	Skills	Performance-Based Assessment	Where/ Assessor	Product or Documentation
K1 Theoretical and applied models of transition.		Given a case study of a local school system, describe the model and/or effective practices that you would implement with regular educators, employers, and other school and community personnel; cite relevant research and literature.	EDSP 412/464 __ Comprehensive Exams __ EDSP 450 __ EDSP 655 __	Exam __ Comp Question __ Philosophy Statement __
	S1 Articulate personal philosophy of special education including its relationship to/ with regular education.			
K2 Transition-related legislation in fields of special and vocational education, rehabilitation, labor, and civil rights.	S2 Conduct instructional and other professional activities consistent with the requirements of law, rules and regulations, and local districts polices and procedures.	Outline major points of landmark legislation including ADA, IDEA, STWOA, DD, Rehab Act Amendments, Tech Acts Conduct assessment and reflect results in student's IEP document or during IEP conference.	EDSP 412/464 __ EDSP 655 __ Field-Based __	Outline __ Comp Question __ IEP Summary Assignment __
K3 Roles of federal, state, provincial, and local legislation and implications for providing transition services at the local levels.		Describe the roles of the major federal, state, and local agencies including: special education, career and adult education, rehabilitation, health & human services, housing and urban development, workforce investments.	EDSP 412/464 __	Exam __ Chart/Outline __ Description of Visit to Program (s) __ Internship Contract __
K4 History of national transition initiatives.		Outline major points of OSERS transition and self-determination initiatives.	EDSP 460 __ EDSP 655 __	Exam __ Comp Questions __
K5 Research on student outcomes and effective transition practices.		Summarize finding of NLTS and other major studies on postsecondary outcomes for students with disabilities.	EDSP 460 __ EDSP 600 __ EDSP 655 __	Exam __ Paper __ Outline or Presentation __

Note: The Knowledge (K) and Skill (S) listed on this table are from the CEC Knowledge and Skills for Beginning Transition Specialists unless otherwise indicated by a shaded area.

The Performance-based Assessment, Where/ Assessor, Product or Documentation are from the Master's Training Program in Secondary Special Education and Transition at the University of Maryland and are indicated by a shaded title area.

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Characteristics of Learners				
Knowledge	Skills	Performance-Based Assessment	Where/ Assessor	Product or Documentation
K1 Implications of student characteristics with respect to postschool outcomes, environments, and support needs.	S1 Access information on various cognitive, communication, physical, cultural, social , and emotional conditions of individuals with exceptional learning needs	Identify postschool outcomes for individuals with a range disabilities Identify adult and community agencies that provide support to individuals with disabilities and their families Develop student profile compiling all relevant assessment data	EDSP 460 ____ EDSP 655 ____ EDSP 410 ____ EDSP 412/464__ Field-based ___	__ Exam __Comp Question __ Class Presentation __Community Analysis __ Student Profile
K2 School and postschool services available to specific populations of individuals with exceptional learning needs.		Analysis of School Environments can include: advanced placement courses, vocational-technical programs, work experience programs, work based learning, age appropriate programs for students 18-21 in thecommunity Analysis of Postschool Environments can include analysis of: local job market, employment sites, adult service agencies, postsecondary education programs, recreation and community programs Identify agencies and supports for families	EDSP 460 ____ EDSP 462 ____ EDSP 410 ____ EDSP 412/464__ EDSP 665 ____ EDSP 410 ____	__Analysis of School-based Program __Analysis of Vocational-Technical Program __Community Analysis __Ecological Analysis of Student's Home & Community

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Assessment, Diagnosis, and Evaluation				
Knowledge	Skills	Performance-Based Assessment	Where/ Assessor	Product or Documentation
K2 Formal and informal approaches for identifying students' interests & preferences related to postschool goals and ed experiences	S4 Use variety of formal and informal career, transition, & vocational assess procedures	Collect data on students' interests, preferences, skills in community sites Case Study	EDSP 462 _____ EDSP 412/464__ EDSP 462____ Comprehensive Exam _____	__Student Assess Profile ___Vocational Profile __Exam __Comp Question
	S2 Interpret results of career & vocational assessment for individuals, families, professionals	Analyze/synthesize formal and informal assessment data for families and professionals Use assess data to develop IEP/transition goals & activities	EDSP 412/464___ Field-based ____ EDSP 412/464__ EDSP 462 _____ EDSP 460 _____	__ Transition Profile __Practica Eval __Vocational Profile __Student Assess Profile __Interest Assess Profile
K1 Formal and informal career and vocational assessment approaches	S1 Match skills & interests of student to skills & demands of voc & employment settings, residential situations, community participation options	Conduct ecological assessment of student and potential environments Conduct analysis of voc-technical program,adult or comm college program Administer interest inventory; conduct interview with student & family; observe student in voc/community setting Collect data on students' abilities to self-advocate in educational and work settings Identify assessment approaches including vocational evaluation, ecological assessment, informal assessment in the community and classroom	EDSP 412/464__ Field-based _____ EDSP 462 _____ EDSP 412/464__ EDSP 462 ____	__Vocational Profile __Practica Eval __Analysis of Program __Vocational Profile __Interest Asess Profile __Student Assess Profile
	S3Design, implement, and use program evaluation procedures to assess & improve the effectiveness of transition ed & services -include evaluation of postsecondary outcomes	Conduct critical evaluation of secondary/transition program	EDSP 412/464____ Ind. Study__ Evaluation of Program ___	____Program Evaluation

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Instructional Content and Practice				
Knowledge	Skills	Performance-Based Assessment	Where / Assessor	Product or Documentation
K1 Job seeking and job retention skills identified by employers as essential for successful employment.		Develop and/or Implement Unit on job seeking skills	EDSP 460____	__Unit with lesson plans
		Teach social skills/advocacy on the job to ensure job retention	Field-based____	__Training Plan or Practicum Eval
	Identify potential job sites and/or training sites	Assess local labor markets	EDSP 412/464__	__Analysis of Labor Market
	Demonstrate ability to conduct a task analyses/job analysis	Conduct an interview with an employer and observe job site to complete a job analysis	EDSP 412/464__	__Job Analysis
	Assess and develop natural support systems, reasonable accommodations in workplace	Demonstrate job matching procedures - matching individuals' interests and needs to job site specifications	EDSP 412/464__	__Voc Profile
	Observe and monitor work behavior at the job site	Develop a training plan for placing the individual at a specific job site; include task analyses and support systems	EDSP 412/464__ Field-based____	__Training Plan ____Follow-up forms
	Develop a system to document follow-up services in employment and training sites	Collect ongoing data at the job site to determine amount of follow-up needed	EDSP 460___ EDSP 462___	__Career Explore Assignments
	Use occupational / labor market information	Use occupational / labor market information to explore student's interests, identify potential matches for interests		
K2 Vocational education methods, models, and curricula.		Modify lesson plans for a student in a vocational-technical education program	EDSP 462__ Field-based____	__Lesson Plans
		Identify the options within the vocational-technical curricula; e.g., school-based enterprises, tech-prep programs, cooperative work experience	EDSP 460____ EDSP 655____	__Presentation __Exam

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Instructional Content and Practice				
Knowledge	Skills	Performance-Based Assessment	Where/ Assessor	Product or Documentation
K3 Range of postschool options within specific outcome areas.	S1 Identify a variety of outcomes and instructional options specific to the community for each postschool outcome area.	Identify local employment options	EDSP 412/464__	__Local labor market analysis
		Identify postsecondary program options	EDSP 460, 464, 462 ___	__College Analysis
		Identify recreations options	EDSP 410 ____	__Community Analysis
		Identify community resources to enhance social and personal outcomes	EDSP 412/464__	__Vocational Profile
		Identify residential options	EDSP 410 _____	__community Analysis
	S3 Evaluate students' educational program with respect to measurable postschool goals and the alignment of those goals with instructional activities.			
K4 Transition planning strategies that facilitate information collection and input from appropriate participants.	S7 Use interests and preferences of the individual with exceptional learning needs to develop postschool goals and educational objectives.	Use assessment data to develop transition goals and coordinated activities	EDSP 412/464__ EDSP 464___ EDSP 460___	__Vocational Profile __Student Assess Profile __Interest Assess Profile
	S5 Demonstrate procedures to ensure the inclusion of specific transition-related goals in the educational program plan.	Use assessment data to develop transition goals and coordinated activities	EDSP 412/464__ EDSP 464___ EDSP 460___	__IEP components of Profiles
	S2 Assist teachers to identify, in conjunction with the student, appropriate educational program planning team members.	Case Study: Document who attends IEP meeting in student teaching placement	Field-based ___	_Case Study or Practicum Log
	S4 Monitor student, family, and agency participation in transition planning and implementation.	Case Study: Document how goals and activities are monitored on students' IEP	Field-based ___	__Case Study or Practicum Log
	S6 Evaluate and modify transition goals on an ongoing basis.	Implement instructional program to meet IEP goals	Field-based ___	__Instructional Program and Lesson Plans

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Planning and Managing the Teaching and Learning Environment				
Knowledge	Skills	Performance-Based Assessment	Where/ Assessor	Product or Documentation
K1 Methods for providing work-based and other community-based education for individuals with exceptional learning needs.	S1 Identify and facilitate appropriate modifications within work, residential, vocational training, and other community environments.	Identify students' needs and supports in employment, postsecondary programs, community sites	EDSP 462____ EDSP 412/464__ Field-based ___	__Student Assess Profile __Vocational Profile __Practicum Eval
	S2 Assess and develop natural support systems to facilitate transition to specific postschool environments.	Identify needs of student and family in regard to postschool outcomes; collaborate with student and family to locate resources	EDSP 665 ____	_Family Interview
K2 Methods for linking appropriate academic content to transition-related goals.	S3 Develop residential, work-based, and other community-based educational programs for individuals with exceptional learning needs.	Given a case study, describe how you locate and/or develop appropriate programming for students and young adults with disabilities	EDSP 655___ Comprehensive Exam ____ Field-based___	outline __Comp Question _CBI Lesson Plans

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Managing Student Behavior and Interaction Skills				
Knowledge	Skills	Performance-Based Assessment	Where/ Assessor	Product or Documentation
K1 None in addition to required knowledge and skills for all beginning special education teachers.	S1 Demonstrate procedures for student involvement in the postschool transition process.	Write and implement a behavior support plan in the community	Field-based ___	__Behavioral Plan
		Identify and critique social skills and self-determination curricula/ materials	EDSP 665, 460, 462 ------	__Critique/ List
		Develop a social skills unit	EDSP 460 ___	__Unit
		Develop a self-determination unit	EDSP 460____	__Unit
		Teach lessons from a social skills unit or curriculum	Field-based ___	__Practicum Eval

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Communication and Collaborative Partnerships				
Knowledge	Skills	Performance-Based Assessment	Where/ Assessor	Product or Documentation
K1 Methods and strategies for increasing families' knowledge and skills about transition-related issues and topics, including transition-focused educational program development.	S1 Provide information to families about transition-related education and services, and postschool options in specific outcome areas.	Participate an IEP meeting Participate in a Transition Fair	Field-based___	__IEP Summary
K2 Procedures and requirements for referring students to community service agencies.	S2 Systematically identify family service needs related to transition outcomes and assist families to connect with support networks.	Identify the needs of student/family in regard to postschool outcomes, collaborate with student/family to locate resources	EDSP 412/464__ EDSP 665___	__Voc Profile __Parent Interview
K3 Methods to increase collaborative transition service delivery through interagency agreements and collaborative funding.	S3 Involve individuals with exceptional learning needs, families, and community agencies in establishing transition-related policy.			
K4 Strategies for involving individuals with exceptional learning needs in all levels of collaborative transition program planning and evaluation.	S4 Assess and use student support systems to facilitate the postschool transition of individuals with exceptional learning needs.	Collect assessment data on students' preferences, interests, needs	Field-based___ EDSP 412/464__ EDSP 462 ____	__Student Profile __Voc Profile __Student Assess Profile
	S5 Provide transition-focused technical assistance and professional development in collaboration with family members for educators, community agency personnel, and other relevant transition stakeholders.	Develop materials for professional inservice training	Internship ___	__Material package
	S6 Collaborate with and participate in transition-focused interagency coordinating bodies.	Participate in technical assistance or inservice training Field	Internship ____	__Evaluation from supervisor
	S7 Develop coordinated interagency strategies to collect, share, and use student assessment data, with appropriate input and authorization of students and families.	Participate in IEP meeting	Field-based ___	__IEP summary
	S8 Use strategies for resolving differences that may arise in the implementation of interagency agreements or the provision of transition services for individuals with exceptional learning needs.			
	S9 Identify future postschool service needs using transition planning documents in conjunction with relevant agencies.			

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Professionalism and Ethical Practices				
Knowledge	Skills	Performance-Based Assessment	Where / Assessor	Product or Documentation
K1 Scope and role of transition specialist		Describe the duties of transition specialists after attending guest speaker or interviewing transition specialist in local school system	EDSP 460 ___	__Summary or interview form
	S1 Demonstrate positive regard for the capacity and operating constraints of community organizations involved in transition-focused education and services	Given case studies of students with disabilities, identify the agencies and community resources you would refer student as they transition from school to adult life, justify your answers.	EDSP 412/464__ EDSP 655 _____ EDSP 410 _____	__ Case Studies __Comp Question __Case Studies
K2 Scope and role of agency personnel related to transition-focused education and services		Identify the types of services/ personnel in the following service delivery systems: rehabilitation, health and human services, workforce investment programs, welfare and social services, developmental disabilities agencies, mental health systems	EDSP 412/464__ Field-based__	__Agency List/ Descriptions __Resource File
	Demonstrate the ability to critique relevant research and synthesize literature	Pick a topic in secondary special education, transition service delivery or adult services and summarize the literature base	EDSP 600__ EDSP 665 ___ EDSP 655 __ Comprehensive Exam __	__Integrative Literature Review __ Final Paper __Seminar Paper or Thesis __Comp Question

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APPENDIX C

Guidesheet for Developing Transition Specialist Portfolio

As part of your graduate program, you will be expected to develop a professional portfolio to reflect your abilities and accomplishments as a transition specialist. The contents of this portfolio will be compiled throughout your graduate classes, field experiences, internships and/or student teaching experiences. The creation of this portfolio will assist you in documenting your professional growth, identifying areas of personal and professional strength, assisting you in the a job search and interview process.

Step 1: Set up outline for portfolio

1. Review the *Performance -Based Standards for Transition Specialists* (See attached)
2. Review copies of other portfolios to clarify desired style and contents of portfolio.
3. Create an outline of your portfolio. Base the sections on the *CEC* and *Performance -Based Standards for Transition Specialists.*
4. Add any additional section(s) that relate to your unique past professional experience or relevant volunteer experiences.

Step 2: Complete the action plans

Experience Action Plan

1. Complete your **Experience Action Plan**. This form should be completed in the second to last, or last semester in your program. Choose four standard areas from the *Performance Based Standards for Transition Specialists* in which you feel you need additional experience. Then, make a plan for how you will gain this needed experience, including: the steps you need to take, how this new experience will be documented in your portfolio, and the dates of accomplishment (see attached example).

Portfolio Action Plan

2. Complete your **Action Plan for Portfolio Improvement.** This form should be completed at the same time as the **Experience Action Plan** and can be updated as progress is made. The **Action Plan for Portfolio Improvement** lists the Performance Based Standards Areas that are covered in the graduate program. Next to each standard there is a space provided in which you can document the actions that you will take to improve each section of your portfolio and the date by which each action will be completed.

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Step 3: Creating the Contents of your Portfolio

1. Review products/assignments that have been completed (Include products/summaries of class assignments/projects, pictures if appropriate, lessons/units or summaries of units, relevant resources you have used, evaluations from field supervisors, cooperating teachers or employers).
2. Select the products and assignments that will be included in your portfolio and determine which section they will be in.
3. Decide if products need to be summarized or if they will be included in your portfolio in their entirety (documents more than 5-6 pages in length should probably be summarized).
4. Write summaries of those products which are too lengthy.
5. Write a statement of introduction for each standard area including either your personal beliefs regarding the standard or a statement of the relevancy for the standard. For example a statement of personal belief on the role of a transition specialist might look like this:

I believe a transition specialist can provide a unique service not only to students, but also to the schools and the families involved in helping to prepare them to transition from school to adult life. The transition specialist serves many roles; a resource person who guides students and their families to needed community resources, a job developer who finds jobs which match students interests and strengths, a trainer who instructs and modifies the environment or the task to ensure success, a facilitator who networks with employers, vocational rehabilitation personnel, and other community support organizations. To succeed as a transition specialist, a person must have flexibility, resourcefulness, and organization. However, the most vital characteristic for a transition specialist is an unwavering belief that young people with disabilities can, and will, succeed in their communities if given the support and guidance they need.

Step 4: Assemble your portfolio contents

1. Arrange contents in each standard area or portfolio section in a logical order (ideally with the most impressive products in the front).

2. Write a summary for each standard area/portfolio section reflecting on its relevancy in your teaching experience or what you've learned from doing the activities included in this section. If appropriate, talk about your professional goals or areas in which you hope to expand your professional development.

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HELPFUL HINTS

- Save all your work, clearly labeled, on the computer for easy retrieval.
- Do a little bit at a time. If you know an assignment will be a part of your portfolio, make the necessary modifications while you are working on the assignment, when you are the most familiar with it. It is much easier to modify something that you are currently working on than it is to look at it a year later. Also, print out a copy for your portfolio and stash it someplace safe.
- If you are planning to use the computer for layout or graphics, make decisions regarding the format by making rough drafts with a pencil and paper. Making constant revisions on the computer can take up a lot of time (especially if you are not experienced with graphics). Do not try to revise using the computer until you are satisfied with the layout/design of the portfolio entry.
- Have someone read what you write to ensure clarity.
- Don't get caught up in trying to be creative. Remember, the purpose of this is to show your strengths as an educator, not to show how artistic you are. Focus on the content and think about how it should be presented. If you have a creative nature, by all means use it. If you don't, don't worry about it, your strengths in other areas will be enough to make your portfolio impressive.
- Do not put a list of section contents in each section as it makes for more work when adding or deleting from that section. This way you only need change your table of contents.
- Include a section on Multiculturalism
- Ask Professors, supervisors, and past cooperating teachers to write letters of recommendation for credential file and portfolio.

APPENDIX D

EXPERIENCE ACTION PLANS

Name:_____

Placement:_____

Coop:_____

Supervisor:_____

I Need To Gain Experience In The Standard Area Of :_____

_____

_____

I Will Address This In My Student Teaching Placement By Engaging In The Following Activity (s):

_____

_____

_____

To Do This I Need To Take The Following Steps: _____

_____

_____

_____

I Will Document This Experience In My Portfolio By:

_____

_____

I Hope To Accomplish This By: (Date) _____

APPENDIX E

Action Plan For Portfolio Improvement

√	Performance Based Competencies	Changes Needed/ Actions	Done By:
	Philosophical, Historical, and Legal Foundations of Special Education		
	Characteristics of Learners		
	Assessment, Diagnosis, and Evaluation		
	Instructional Content and Practice		

	Planning and Managing the Teaching and Learning Environment		
	Managing Student Behavior and Social Interaction Skills		
	Communication and Collaborative Partnerships		
	Professionalism and Ethical Practices		

Action Plan For Portfolio Improvement

✓	Performance Based Competencies	Changes Needed/ Actions	Done By:
	Philosophical, Historical, and Legal Foundations of Special Education	• create internet resources list • summarize agencies and resources • compquestion	4/5/99
	Characteristics of Learners	• modified lesson plans, adaptations used in ms • practicum evaluations • informal assessments • write up about delta talker	3/15/99
	Assessment, Diagnosis, and Evaluation	• list of formal assessment used • retype 1 page summary from vocational profile of students strengths, needs • list of transition goals • analysis of middle school program • samples of ta's • select two ecological assessments	4/12/99
	Instructional Content and Practice	• newspaper unit • world of work handout • ask Dr. G for reading final • math functional skills lessons • statement of strengths, how I modified curriculum • experiences in regular ed classes • position statement on self determination • relevant experience • include self determination resource list • IEP & self advocacy lessons	2/6/99
	Planning and Managing the Teaching and Learning Environment	• skill streaming the adolescent • classroom management philosophy • job analysis (write context for reader) • vocational profile • type up job development stuff	4/30/99

	Managing Student Behavior and Social Interaction Skills	• type up behavior support plans	4/23/99
	Communication and Collaborative Partnerships	• bibliography on cultural issues • family resources write-up and examples • parent interview summary • experience with families (interview)	5/5/99
	Professionalism and Ethical Practices	• describe familiarity with services at dors • go through agency reports for assistive technology	3/22/99
	Other	• seminar paper summary • comp question on best practices • resume • statement of special education philosophy • conferences attended, inservices • practicum evaluation	5/5/99